



**GENDER EQUITY**

**for**

**MARITIME PROFESSIONALS**

**“Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsi­ble for any use which may be made of the information contained therein”**

**Erasmus+ Programme – Strategic Partnership**

**Project No: 2017-1-TR01-KA203-045739**



**MENTORESS**

**Maritime Education Network to Orient and Retain Women for Efficient Seagoing Services**

**IDENTIFICATION OF THE PROJECT**

This charter is one of the end products of MENTORESS (\*Maritime Education Network to Orient and Retain Women for Efficient Seagoing Services) Project which is approved by the Turkish National Agency as Project No: 2017-1-TR01-KA203-045739 under Erasmus + KA2 – 203 Strategic Partnerships for Higher Education 2017 – 2019, is accepted by the Turkish National Agency under the scope of Erasmus+ Key Action2 Strategic Partnerships.

**REASONS FOR THE PROJECT**

MENTORESS has aimed to address to the modernization of higher education in Europe from a multi priority perspective, by increasing the rate of employment and the retention of female maritime professionals, officers and managers within the maritime industry, in order to reduce the gender gap in the maritime industry and naval security and defence as a whole.

**PROJECT PARTNERS**

Piri Reis University, Turkey,

"Mircea cel Batran" Naval Academy, Romania,

Akademıa Marynarkı Wojennej, Poland

"Nikola Yonkov Vaptsarov" Naval Academy, Bulgaria.

**PROJECT OBJECTIVES AND ACHIEVEMENTS**

Project objectives, which encompass new syllabi and research works, seek to improve the recorded achievements in relation with the peculiar and high level transversal competences stated from a lifelong learning perspective, based on a highly innovative approach.   
Intended syllabus and charter of good practices provide recognized academic knowledge, skills and attitudes to further enrich and broaden the competences of both female and male seafarers, in order to facilitate learning, employability and mobility for the women in the maritime industry.

The first step towards the fulfilment of above mentioned goals was taken by giving a multi-dimensional survey, drafted on those issues and problem reasons (i.e. professional, economic, social, cultural) encountered by the women professionals in various maritime on board assignments to determine the ways of a better integration of female seafarers in the maritime work environment, for the benefit of all parties concerned. The outcomes of the applied survey was further depicted and developed in the planned workshops. Thus, varied events organized in each partner academy/university offered the opportunity for the development of a common syllabus and the achievement of the stated goals of the project.

The Project was carried out successfully by the four partners and the objectives given below were achieved:

a syllabus and to import it to the Leadership and Management curriculum of maritime faculties to help prospective female staff cope with the hardships they are likely to encounter in sea going services and maritime jobs and to make them realize themselves to the full extend has been prepared.

an identical 1- semester extracurricular programme to give necessary leadership and intercultural communication skills to female cadets has been developed, tested and implemented. This is one of a kind European level is a premiere for academies/universities that develop similar competencies through slightly different national (non-joint) study programmes. Female cadets are not given such an integrated education and training in any of the maritime higher institutions in European Union countries.

to create the mindset to increase the number of women in maritime jobs and, by this way, to raise awareness for the presence of women on-board the ships, to create a women friendly atmosphere which requires to elaborate behaviours and language, to encourage appropriate behaviour amongst personnel and to foster good camaraderie. This si also sure to provide the participants with awareness and cultural considerations with regard to gender.

**PROJECT SCOPE**

This is crucially important since it is certain that more women aboard means more and different viewpoints about everything going on a ship, and the chance to respond more effectively to the ever changing maritime industry's requirements will increase.

It is promising to see that MENTORESS Project, which put not only female but also male cadets who will work together with them into its focus, has already started to act as a higher level synergy emerging from the joint educational and research activities developed so far by the partners, like various conferences, workshops, seminars and research cooperation.

A number of research papers have been produced as a result of the multiplier events, conferences, learning/teaching and training activities for both cadets and instructors, and research done under the scope of the project, including a comprehensive survey applied to seafarers from all over the world.

This Charter is composed of the papers written, and reports prepared after the teaching/training and earning activities held within the framework of the Project.

The aim behing the charter is to draw attention to the existance and importance of the problems women face in maritime, and more importantly, to propose solutions to these problems using the data from real-life experiences. The Charter consists of 26 papers grouped under 3 headings which are “*Diversity and Diversity Management in Maritime”, “Gender Equity Problems in Maritime* and *Coping with Them” and “Gender Identity and Leadership in Maritime”.* The charter also includes the reports written after each Teaching/Training/Learning Event.

The Charter addresses all the Maritime sector, all stakeholders, both men and women. We hope it will go beyond the sector and be a reference material in all the sectors where women work in male-dominated places.

It shouldn’t be forgotten that empowering women fuels thriving economies, spurs productivity and growth, and benefits every stakeholder in the global maritime community. That's why a great emphasis should be placed on gender balance at maritime jobs as well as all the other jobs. Definitely, every job in every sector can be done without women, but every job in every sector can be done much better with women. So, why being content with the less and not struggling to get the more?

**CHAPTER I**

**DIVERSITY AND DIVERSITY MANAGEMENT IN MARITIME**

[**WOMEN ONBOARD: FORMS OF DISCRIMINATION BEFORE OR DURING DUTIES (PRE- AND POST-ENTRY FORMS OF DISCRIMINATION OF WOMEN ONBOARD)**](#women_onboard) Christiansen, A.M.,

[**IN THE GALES OF A MAN’S WORLD: PROBLEMS OF WOMAN SEAFARERS CONFRONT ON BOARD**](#In_the_gales)Demirel, E**.**

[**WOMEN-SEAFARERS EXPERIENCES IN THE CONTEXT OF MARINE PRACTICES**](#Women_Seafarers)

Christiansen, A.M., Królikowska, I

[**ADVANTAGES AND DISADVANTAGES OF GENDER DIVERSITY ON BOARD**](#Advantages_and_Disadvantages)Demirel, E.

[**DIVERSITY MANAGEMENT, PERCEPTION, ATTITUDES AND EXPERIENCES OF SEAFARER WOMEN**](#Diversity_Management)Nedelcu, A. Pencea, N. Toma, A. Popa, C.

[**DIVERSITY MANAGEMENT IN THE MARITIME DOMAIN INCLUDING SECOND GENERATION GENDER BIAS**](#Diversity_Management_In_The_Maritime)Kalinov, K. Lutzkanova, S.

[**AN OVERVIEW OF STRATEGIES FOR A SUCCESSFUL DIVERSITY MANAGEMENT IN MARITIME**](#An_Overview_of_Strategies)Ozdemir, P, Albayrak, T**.**

[**ENHANCING QUALITY IN HIGHER EDUCATION THROUGH INTERNATIONAL COLLABORATION: PROJECT MENTORESS**](#Enhance_Quality_In_Higher_Edu)Ozdemir, P, Albayrak, T**.**

**CHAPTER II**

**GENDER EQUITY PROBLEMS IN MARITIME AND COPING WITH THEM**

[**A COMPARATIVE STUDY OF THE PERSPECTIVES OF MEN AND WOMEN IN MARITIME ON GENDER ISSUE**](#A_Comparative_Study)Ozdemir, P, Albayrak, T**.**

[**A STUDY OF COMMON OPINIONS OF MEN AND WOMEN IN MARITIME ON GENDER ISSUES**](#A_Study_Of_Common_Opinions) Ozdemir, P, Albayrak, T**.**

[**TYPES AND ANALYSIS OF GENDER-RELATED PROBLEMS ENCOUNTERED WHILE INTERNSHIP AT SEA**](#Types_And_Analyses_Of_Gender)Christiansen, A.M., Królikowska, I

[**EMPIRICAL ANALYZES OF THE CAUSES FOR GENDER INEQUALITIESIN THE MARITIME PROFESSION**](#Empirical_Analyses)Madjarova, T. Lutzkanova, S.

[**EMPIRICAL RESEARCH ON SOME EXISTING CONSTRAINTS FOR GENDER EQUALITY IN THE MARITIME DOMAIN**](#Empirical_Research_On_Some)Madjarova, T. Lutzkanova, S.

[**The Dynamics of the Onboard Interpersonal Relations Based on Gender Issues. Study Case on Training Voyage Onboard MIRCEA Tall Ship**](#The_Dynamics_Of_the_Onboard)Tarabuta, O. ,Toma, A.

[**SOME REMARKS ON THE EDUCATION OF POLISH SEAFARERS TOWARDS MULTICULTURALISM IN THE ASPECT OF GENDER EQUALITY FOR MARITIME   
PROFESSIONALS**](#Some_Remarks_On_The_Education) Królikowska, I

[**STATISTICAL SURVEY OF WORK HARASSMENT BEHAVIOR IN THE SEAFARING PROFESSION**](#Statistical_Survey_Of_Work) Madjarova, T, Lutzkanova, S.

[**THE MOBBING PHENOMENON – MAJOR OBSTACLE FOR WOMEN SEAFARES’ INSERTION ONBOARD THE MERCHANT SHIPS**](#The_Mobbing_Phenoma) Serban, S, Popa, C, Cojocaru, C L

[**HOW TO PREPARE THE WOMEN SEAFARERS TO THE SEA**](#How_To_Prepare_The_Women) Aktug, S, Albayrak, T

**CHAPTER III**

**GENDER IDENTITY AND LEADERSHIP IN MARITIME**

[**BARRIERS TO WOMEN'S LEADERSHIP IN MARITIME AND THE WAYS TO OVERCOME THEM**](#Barriesrs_To_Womens_Leadership) Ozdemir, P, Albayrak, T**.**

[**THE FACTS, FIGURES AND CONSIDERATIONS FOR GENDER DISCRIMINATION**](#The_Facts_Figures) Demirel, E. Albayrak, T

[**SAFE MULTICULTURALISM IN THE ASPECT OF GENDER EQUALITY FOR MARITIME PROFESSIONALS**](#Safe_Multiculturalism) Christiansen, A.M., Królikowska, I

[**POLISH SEAFERER AS A COMPONENT OF INTERCULTURAL GENDER EDUCATION**](#Polish_Seafarers_As_A_Component)

Christiansen, A.M., Królikowska, I

[**APPROACHES FOR ADAPTING THE ORGANISATIONAL CULTURE IN SHIPPING INDUSTRY WITH REGARD TO GENDER PERSPECTIVE**](#Approaches_For_Adapting) Kalinov, K, Lutzkanova, S

[**LEADERSHIP APPROACHES IN THE CONTEXT OF THE GENDER PERSPECTIVE IN THE MARITIME PROFESSION**](#Leadrship_Approaches_In_The_Context) Kalinov, K, Lutzkanova, S

[**WOMAN IN DIGITAL AGE**](#Women_In_Digital_Age) Demirel, E., Ozdemir, P

[**NEW GENERATION LEADERSHIP FOR MARITIME WOMEN**](#New_Generation_Leadership_For) Ozdemir, P, Albayrak, T**.**

**CHAPTER IV**

**TEACHING/TRAINING/LEARNING ACTIVITY REPORTS**

[C1 Report](#Activity_Description_1) - A Theoretical and Practical Training of “Adoptation of Creative Strategies for Effectively Handle Workplace Diversity”.

[C2 Report](#Activity_Description_2)- A Theoretical and Practical Training of "A Theoretical and Practical Training of “Overcoming Gender Euity Problems for Employment and Problems Encountered During Duties".

[C3 Report](#Activity_Description_3) - A Theoretical and Practical Training of " Leadership and coping with social, cultural and practical obstacles including second generation gender bias".

[C4 Report](#Activity_Description_4) - Theoretical and practical training of "Motivate the participants to take part in maritime sector".

**CHAPTER I**

**DIVERSITY AND DIVERSITY MANAGEMENT**

**IN**

**MARITIME**

**WOMEN ONBOARD: FORMS OF DISCRIMINATION BEFORE OR DURING DUTIES (PRE- AND POST-ENTRY FORMS OF DISCRIMINATION OF WOMEN ONBOARD)1**

PhD Astrid Męczkowska-Christiansen

Polish Naval Academy

Faculty of Humanities and Social Sciences

a.meczkowska-christiansen@amw.gdynia.pl

1 **MENTORESS** (Maritime Education Network To Orient and Retain (Women) for Efficient Seagoing Services) – (Erasmus + KA2 – 203 Strategic Partnerships for Higher Education)

**ABSTRACT**

*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.*

*Analyzes contained in this presentation were conducted based on both qualitative empirical studies, including focus group interviews, 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. The focus is particularly addressed to the problem of gender discrimination in the maritime industry which occurs in different (open and hidden) forms as well as on various stages of maritime careers of female seafarers.*

**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 (B. Chiplin, P. J. Sloane, 1982). Pre-entry discrimination mostly refers to cultural and social components of perceiving the role of woman in society. The “gender role” of a woman is mostly conceived in perspective related to her biological sex and referred to her parental role (as a mother) or sexual role of a “fair lady” being an object of desire - traditionally associated with such characteristics as beauty and delicacy. Thus, culturally constructed vision of “feminine” is contrasted with jobs regarded as “masculine” which require physical strength and uniformed appearance – among which seafaring occupations occur.

Therefore, women experience:

1. The insufficiency of knowledge about female seafarers in society;
2. The absence of social support: from family and the closest social environment (a partner, friends) in making decisions about the maritime profession;
3. The overwhelming impact of stereotypes referring to the so-called male and female professions, which may influence their choices about a future profession and discourage them from working at sea. One of the most important elements of such preconditioning pertains to the overwhelming impact of stereotypes referring to the so-called male and female professions. The stereotypes may influence women’s choices about future profession and discourage them from working at sea.

Ad.1.

Careers in the maritime industry are not very well known to many young women. They seem to have little knowledge or are not aware of the potential careers that they can make in the maritime field. Moreover, in society, the presence of female models of fulfilling professional roles at sea is too weak. Also, most maritime job advertisements do not address any content to attract women. Some countries even continue to ban women from enrolling on nautical courses – some women who enroll without issues still report that staff within maritime education and training institutions seems averse to their presence (Belcher P, Sampson H, Thomas M, Veiga J, Zhao M, 2003).

Ad.2.

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 competencies. Women are also deprived of family support which is essential for them to establish their own identity in such a sector where women count is limited.

Ad.3.

Many women 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 above mentioned factors, 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 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);
* problems related to accommodation, involving shortage of space onboard 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.

**POST-ENTRY DISCRIMINATION**

Post-entry discrimination against women takes place within the maritime labor 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 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 onboard 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 work at sea for less time than men.

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 happens 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 (A. H. Aba).

Ad .3.

Women must prove themselves by working to the limits of their endurance (K. Momoko, 2010). 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 onboard, places them in a position of victims of mobbing which could assume forms of ridiculing, gossiping or severe critics:

*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. (…). I left the ship.*

(A female cadet)

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 HARRASEMENT**

Sexual harassment involves “repeated unwelcome sexual comments, looks, or physical contact, usually by men against women (Sinclair, Fox & Bullon, 1999). 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 important yet secret problem, not easily being revealed by its victims. Most of the women, who has experienced sexual harassment, 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 (https://shippingwatch.com/carriers/article10219785.ece) . One woman reports that she has been exposed to sexual harassment since she began to work as a sailor at the age of 16. 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 behaviors. The exhibiting of pornographic posters, DVD films, and computer screen displays, also contributes to the harassment that women must endure on board ship, since they feel “uncomfortable” and embarrassed about such content.

Ad.5.

Women are often paid less than men doing the same work. Some employers are reluctant to promote women to more senior ranks. Women may be denied the facilities/equipment available to men on board.

**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 basic 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.

Ad.1.

Women working in a non-traditional job may encounter special problems because they are “women” in a man’s world. Shipping has historically been a male-dominated industry, and that tradition runs long. The lack of female role models seems particularly acute here. Many women fear to enter 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 (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. What 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 exclaims:

*So I know that I will not let any “baba” to get on board 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 constantly prove their professionalism, capability and strive for higher achievements.

Ad.3.

Many people share both the opinion about extremely demanding nature of 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 according to their employment policy. However, as some female seafarers 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.*

(Polish cadet)

*In the first company, I felt so invisible. According to the official policy (of the company), there was a female trainee needed. However, they were so afraid, that they did not assign any work to me; they were afraid of having contact with me. I was like a leper.*

(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 labor market - they spread harmful stereotypes about women or participate (as ship-owner agents) in recruitment processes, the results of which are highly unfavorable for other women. Here are the examples:

*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 onboard for? I would have fired her immediately. If guys have her onboard, they think that all women are the same.*

(Female Chief Officer)

**CONCLUSIONS**

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 constantly prove their professionalism, capability and strive for higher achievements.

The Author recognize the need for a deeper educational intervention in the course of marine practices as a component of the study program. It would be about the prior "equipment" of trainees in the psychological efficiency of dealing with difficult situations, including in situations of increased mental stress, exposure to stress, conflict, etc. It also seems necessary to increase the scope of university care over the student - a practitioner, consisting of constant contact, mentoring and - in case of need - for example remote consultation psychological (and the collected data are indicative of the real possibility of this type of need).

**REFERENCES**

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

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

H. Aba, 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>.

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

Sinclair, Fox & Bullon, 1999

https://shippingwatch.com/carriers/article10219785.ece

**IN THE GALES OF A MAN’S WORLD: PROBLEMS OF WOMAN SEAFARERS CONFRONT ON BOARD**

*Assoc. Prof. Dr Ergun DEMIREL Maritime Faculty*

*The Department of Maritime Transportation and Management Engineering*

*Piri Reis University*

[*edemirel@pirireis.edu.tr*](mailto:edemirel@pirireis.edu.tr)

**ABSTRACT**

*This study is based on hardships of being a woman employed on board Turkish Merchant Fleet focusing on their experiences on board. The study mainly covers some aspects mostly discriminiation issues relating to being a woman on board in particular related to the working and living conditions and employment rights. The entrance of women into the seafaring business is small (only 1 percent of the world’s 1.4 million seafarers), but a growing phenomenon. But it is still full of hardship being a seafarer in the world’s shipping sector. Women seafarers face not only the general challenges of rough weather / sea and hard work conditions, but also inordinate amounts of discrimination, sexual harassment and social disapproval as well as often being relegated low-paying jobs with limited opportunities for promotion. However, women’s interest in the maritime profession has been growing exponentially. This study based on a worldwide field study, interviews, a special survey to understand the real problems of woman seafarers deployed on board. The interviewes and survey are conducted by woman cadets to the female partcipants and special precision is given to protect privacy. So, it is believed that real and reliable information could be gathered. The participation of woman seafarers in maritime sector is a relity and their inclusion should not be considered as ahardship but a fruitful diversity for maritime sector. Finally, it is believed that this study will assist the researcher who study on woman sefareres related issues and provide feedback for the many maritime workers’ unions, maritime administrations improving policies covering these problems and developing solutions.*

***Key Words****: Woman Seafarers, Gender Discrimination, Sexual Harrassment, Sexual Abuse, Employment Women on Board*

**INTRODUCTION**

This study is based on hardships of being a woman employed on board Turkish Merchant Fleet focusing on their experiences on board. The study mainly covers some aspects mostly discriminiation issues relating to being a woman on board in particular related to the working and living conditions and employment rights. It is intended to focus on exposuring to sexual harrasment, unequlivient working conditions on board together with interviews and questionnaire's results about experiences of women seafarers also covering education period. The survey is conducted for the Turkish Merchant Fleet.

Some solutions and proposal are produced based on the field study and result of this survey.   
**a. A male-dominated sector**

The maritime sector traditional and male-dominated and there is no exception to this trend, in the near future. In the twentieth century, particularly since the 1970s, more women have started to participate in labour markets of maritime sector that dominated by men for centries. As a result of this situation the shipping industry became increasingly aware of women as a potential source of labour.

The number of women seafarers has increased in the world and also in Turkey.As a result of this research more women are becoming valuable members of ship's crew nowadays.In support of that some of the institutionalized company perspectives development show in a possitive way.

Although the number of women seafarers is increasing,the problems that women confront on board aren’t defined in Turkey yet, even women do not face and report their problem because of our culture’s tabboos which accuses woman when a problem occured because of gender.

However the problems are not clearly defined, according to some researches “mobbing, sexual harrasment, gender discrimination” in various ways are more common than expected.  
There is another case; if a woman seafarer reports her problem the way that would be followed by the authorization is undetermined and to be lefted to discretion of the superiors.

There is a cultural problem (may be called as a common attitude) throughout the world also in Turkey; ''Women cannot be seafarer!'' or ''Women can do this job like a men!'' It is strongly believed that this kind of taoughts could be changed with the scientific studies.

Altough there are many cultural barriers, at the present day, women are proving they can achieve seafaring jobs at all level against all the obstacles. Consequently, woman sefarers’ problems may be solved in conjuction with male colleagues in the maritime sector if they accept women as equal individuals and employers who deployed on board.  
  
**b. Woman Seafarers**

Women have been on board since 14.century in different positions with various purposes although being confronted with tabboos. It could be reasonable because it was difficult to work onboard due to low quality of life standards and hard working conditions.

End of the year 1800, the first woman officer was in the United States Navy. Women started working on board as an enterprise in the beginning of the 1900s on a passenger ship as the nurse, carring for children, has been with tasks such as laundry, we know as “social gender based roles”.

The women workers at sea are still too rare in the world. The percentage of woman seafarers is estimated only 2 %in the world by ITF. Female seafarers work generally in the cruise and ferries sector. The women are confronting prejudice and but becoming valuable members of ships' crew.

ITF (2017) reports that women are deployed among the worst paid and least protected of jobs at sea. Women also tend to be younger, and fewer are officers than their male crew mates. Their low number means that women can be subject to discrimination and harassment. The maritime unions are alert to these dangers and strive to protect the interests of women members – who now number about 23,000 worldwide.

Women can face discrimination even getting into seafaring work. In some countries, for example, maritime education and training institutions are not allowed to recruit women to nautical courses. Women tend to enrol on navigation rather than engineering courses. Even once trained, they may have to face prejudice from ship owners who won't employ women.

Once employed, women seafarers may also face lower pay even though they are doing work equivalent to that of male colleagues. Women may also be denied the facilities or equipment available to male workers, which are a form of discrimination (ITF, 2017).

On average, according to an ILO Report from 2001, women accounted for about 7.6 per cent of the total seafaring labour force in EU ships; Swedish women seafarers (3,518) outnumber those from the other countries, with Danish women (1,478) and British women (1,463) following closely behind. Swedish women also outnumber other countries in terms of their percentage of the national total of seafarers. The proportion of women seafarers in Belgium (4.4 per cent), Germany (5.3 per cent), and the United Kingdom (4.7 per cent) are low (Dragomir et al, 2016).

The highest employment rate for woman seafarers is in the United Kingdom; 7 percent of the officers and 21 per cent of the ratings are female. Deck and engine UK ratings in 2013 had a similar split to deck and engine UK officers. Men accounted for 99 per cent of deck ratings and nearly 100 per cent of engine ratings. The catering/other category of UK ratings had the highest proportion of women at 36 per cent (Department for Transport, 2014).

According to data from the year 2018, Turkey ranked the fifteenth in the world maritime, 8,034 under national flag (633 ships) under other flags 19 207 Million DWT (889 ships); total 27, 241 Million DWT and 1522 ships (UNCTAD, 2018).

Although e‐Maritime Database of Ministry of Transportation, Maritime Affairs and Communications (MoTMAC) of Turkey (e‐Maritime Database, 2013) the number of woman sefarers is 2245. In according to last information provided 3500 women seafarers are registered in Turkey (Aşkın, 2016) When a study carried out by Yılmaz et al (2016), the total number of seafarers registered in Turkish Seafarersʹ Registry is 178,134 and 2246 of them are female seafarers. 45677 of them are the officers and 132,457 of them are ratings. However, the numbers of active employees are 36,254 as officers and 83,316 as ratings. In according to data provided byMinistry of Transportation, Maritime Affairs and Communications of Turkey, the number of the unlimited officers is 12,493 (8364 Deck- 4129 Marine Engineer), and limited officers 10,669 (5898 Deck- 4771Marine Engineer), total 23,162 as of January 2018. There is a conspicuous change between this new figures (23,162) and previous figures (36,254).

**METHOD**

The aim of this study is to define hardships of being a woman employed on board Turkish Merchant Fleet focusing on their experiences on board. The study mainly covers some aspects mostly discriminiation issues relating to being a woman on board in particular related to the working and living conditions and employment rights. The main research problem will be to define the major problem areas with some proposal under the changing status and conditions of woman seafarers.

The study starts with the review of related literature which is mainly based on broad range of empirical researches. After summarizing new improvements on deployment of females on board in the developed countries it is intended to make an evaluation on the impacts of the changing minds maritime sector. The study is supported by a group of interviews made with womans in the maritime sector and a survey applied to the woma sefarers in Turkey. As a result of this evaluation some proposal are produced to be introduced to all related parties of labor and maritime sector.

**RESEARCH**

**a. General**

After 1960s a revolution of women in the attitude and perspective is observed. This led them to work together with men as well as the technology has provided positive developments in working conditions to enable women to work in difficult jobs which has been considered as men’s work. The shorten voyage times; construction of seaworthy ships, improved living conditions and increased earnings at sea is facilitated working of women at sea. Various plans and programmes of international organizations supporting human rights in recent years allowed women to work many other work sectors in particular IMO's efforts for woman seafarer easied their participation in the maritime sector.

**b. Legal Aspects**:

Major international instruments to protect woman rights are introduced below;

***Universal Declaration of Human Rights (1948), (UDHR):***

The preamble to the Universal Declaration of Human Rights states that “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.”

Article 1 of the Universal Declaration proclaims that “all human beings are born free and equal in dignity and rights”.

Article 2: “everyone is entitled to all the rights and freedoms set forth in this Declaration without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.”

Article 7: “all are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.”

***International Covenant on Economic, Social and Cultural Rights (1966), (ICESCR):***

Article 2(2: the parties undertake “to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”.

Article 3 “to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant”.

***Convention on the Elimination of all Forms of Discrimination against Women (1979), (CEDAW)***

Article 1: Convention defines discrimination against women as “any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field”.

CEDAW meant that women’s rights were expressly placed in the ambit of international human rights, but the rights of women were still ignored by the mainstream human rights mechanisms. One problem after CEDAW is that the monitoring bodies of the other human rights treaties do not solve violations of women’s rights and leave these issues up to the specialised CEDAW Committee to deal with and the adoption of the CEDAW has therefore led to the marginalisation of human rights of women. So the criticism is that the mainstream human rights instruments do not pay attention to women’s rights (Van Leeuwen, 2009).

The European Court of Human Rights consider article 14 is violated “when States treat differently persons in analogous situations without providing an objective and reasonable justification”, it now also considers “that this is not the only facet of the prohibition of discrimination in Article 14” and that “the right not to be discriminated against in the enjoyment of the rights guaranteed under the Convention is also violated when States without objective and reasonable justification fail to treat differently persons whose situations are significantly different” (European Court of Human Rights, 2000).

Maritime Labor Convention (MLC 2006) covers approximately all aspects to stop or refrain all types of discrimantion and convention is very keen on gender discrimation.

If we make a general assessment on current the legal status of women, the legislative tools and process for women seafers are prepared to a positive environment them. But still there are strong barriers for them on application of these rules and regulations.

**c. Major Problem Areas**

The general issues affecting all working women can be considered within the scope of the work permit in marriage and maternity, sexual assault, sexual harassment, discrimination, career development.

Turkey under this title, civil and criminal law in the context of changes in terms of legal breakthrough was made, in practice the development of social structure and current blocking ideas to make generalizations because of the level of success in right to development from a legal angle to create an environment that allows.

Under the terms of the Turkish Penal Code, in case of sexsual harassment “up to 3 years imprisonment for the punishment and compensation” is advised. But it is not easy to procure such a court order and takes a long period to have it.

There is no reference to gender discrimination in the Turkish Commercial Law (Maritime Trade section) which also regulates shipping acticities, Law for the Mission of and Organization of the Ministry of Transportation, Maritime Affairs and Communications (Presidential Decree No: 655) and Sefarers Regulations.

A study made in the Turkish Maritime Education Centre to understand the problem areas related to Woman sefarers. The research subject was “What are the factors that may interfere women's work at sea?" 85% of the responds on the question was covering "physical deficiency" and 7% "family responsibility". According to the researches “the diffrence between power of the man and women is only %20, so “physical deficiency of woman” should not be accepted as a valuable fact but just an opinon.

In fact the job at sea is not an exactly suitable profession for "we do a career and children" needs to be worked on.. In this context, women seafarers should make career plans at the beginning of the profession, considering transition between land and sea to enable them to adjust their time at sea and change of their social life.

In 2006, Maritime Labour Convention has been come to be in force. Turkey accepted .MLC in 2018 but it still does not reflected into its national legislation. The most Turkish ships are operating outside of Turkey and making port calls to the country who accepted MLC. The nonconformities with MLC applications on board Turkish flag ships will be likely a major problem for the status of White Flag in the near future. Full application of MLC on personnel working conditions and human-like manner employement will create a significant positive effect on protection of women seafarers’ rights.

There is a strong need for preparation of legal documents to regulate the life on board both for males and females, especially to provid a safe working environment for women maritime administration and powerfull international non-govermental organizations should enforce maritime sector to apply these regulations.   
  
**d. Experiences of Women Seafarers**

In order to fully understand the issues surrounding the employment of women seafarers it is required to reach necessary to to women seafarers directly using different research methods. In order to achiece that;

- In-depth interviews conducted participation of a total of 33 women working in the maritime sector

- Further more nine women seafarers are participated in focus group discussions. These women were of a range of nationalities and in ranks ranging from cadet to captain. This syudy led us to prepare interview questions and questionaires of the survey.

This interviews and survey are conucted by four woman cadets who prepares their graduation research led by the author of this article. The woman cadets with sea experience are deployed for this research to create an intimate environment and keeping the privacy of partcipants.

Women’s accounts highlighted a number of difficulties that they faced in their pursuit of career at sea. For some of the older women seafarers, these problems started early, with difficulties gaining places in maritime colleges. These barriers were less likely to report by women who had started their maritime careers more recently, however some women report some sexism from staff at their training institution and both younger and older women reported difficulties in finding companies willing to let them sail on their vessels in order to complete their training. Once qualified many women felt that their opportunities for promotion were equal to that of men’s, however several women had experience of applying to companies who rejected their applications on the grounds of their gender, or who applied unofficial ‘ceilings’ on the level to which women could be promoted.

**(1) Interviews**

Interviews were conducted with 33 woman sefarers (2 shipmaster, 4 chief h engineers, 10 1st Officer/deck officers, 12 2nd Enginner/ Marine Engineers, 4 deck /marine enginer cadets, 1 Naval Architect and Marine Engineer). One of them is the first woman marine engineer graduated from academy in Turkey, one of them is the first marinc engineer who left the sevice due to hard work conditions, and one of them has started as marine engineer but later changed the professin as marine architect.

In this part significant expressions and related findings from the interviewes with w partcipants is intoduced.

***(a) Significant expressions***:

*Difficulties Met at Sea*

Women’s accounts highlighted a number of difficulties that they faced in their pursuit of career at sea. For some of the older women seafarers, these problems started early, with difficulties gaining places in maritime colleges. These barriers were less likely to report by women who had started their maritime careers more recently, however some women report some sexism from staff at their training institution and both younger and older women reported difficulties in finding companies willing to let them sail on their vessels in order to complete their training. Once qualified many women felt that their opportunities for promotion were equal to that of men’s, however several women had experience of applying to companies who rejected their applications on the grounds of their gender, or who applied unofficial ‘ceilings’ on the level to which women could be promoted.

*Behaviour of the shipping compniesan;*

As one female engineer noted: I think actually that half the time the company does not offer much. I heard one of the superiors from the company saying that no matter how good you are [as a woman], we are not willing to make you Chief Engineer.

*Relations with man colleagues:*

Once onboard, whether as cadets or later as qualified officers, it was not unusual for women to experience difficulties with male colleagues, a small number of whom sometimes had difficulty accepting women in maritime positions. These prejudices tended to be manifested either overtly or occasionally in a hostile manner, or, less obviously, via men’s belief that women could not perform the tasks of a seafarer and thus required a ‘protective’ almost ‘paternal’ attitude which also hampered their ability to do their jobs. As one woman put it:

There are two different types of guys. One type is expecting more because they say “Women can’t work on board.” And if you make one mistake they say, “Okay I knew it, I knew it; now you see, she is not able.” And there is the other type, if you make something absolutely normal, like with a hammer you put a nail in something, they say “Oh My God, great! You can do it. I knew it. Fantastic!” And this is also absolutely typical after a while, because the smallest things you’re doing, they are so, “Oh my God. Yes.”

*Woman officer should work harder than man:*

It was commonplace for women to report that they had to work much harder, and perform much better than their male counterparts in order to be accepted and be seen as able to do their jobs. As the following quotes illustrate:

It’s very normal; you have to try twice as hard to be proven just half as good when it comes to the guys.

*Being a woman between too many men:*

Most of the problems is that people look at your size and see your gender and think, “Oh, you are female, you are so small size, I don’t think you can do all these tough jobs.” And then the time when I was assistant engineer, the guys said to work about eight hours a day and I work about 12-16 hours a day. To prove that I can work and that I can do better. So from then on nobody actually disturbed me that much with this. They know that when I work, I work very hard.

However, the majority of women told us that, with time, they were usually able to overcome such reservations become accepted, and even respected, by their male colleagues. As one woman noted:

After six months I had no problem, if anything I was respected even – you know I had men coming to me, asking me questions. You just have to work hard and establish yourself. Everything seems to follow after that. I never had a problem beyond that. Received nothing but compliments but once you get over that initial hurdle I think you’re fine.

*Sexual harassment is exists and majority of them comes from superiors:*

In addition to these problems of professional acceptance, many women also reported problems with some male colleagues that could broadly come under the term ‘sexual harassment’. Sexual harassment is a serious and complicated issue for both sexes. For the purpose of this paper, it is perhaps useful if sexual harassment is considered in terms of the following statement:

‘ … in organisations where people work together in clear occupational hierarchies and some individuals occupy positions of power and authority over others, there exists a potential for individuals to abuse their powers in the interests of their own sexual gratification, and to the detriment of their subordinates.’

The sexual harassment reported by the women seafarers we interviewed took many forms including sexual comments in the guise of ‘humour’, persistent sexual invitations and unwanted physical contact, as the following quotes illustrate:

The only thing is, I heard somebody telling me after I sign off from that ship, they told me that now there are a couple of holes in the toilet which I didn’t find out. I actually tried to check for holes, first when I joined the ship, but I didn’t find any so I didn’t know that there are holes there. So somebody told me there are peepholes and they peep at me when I was taking shower.

I woke up with a [crewmember] feeling me up and stuff. And I went to, I mean, I was asleep – I thought I was dreaming. I didn’t realise at first and then it got a bit more

Like some Masters also this thing – you come on board, after two days they give you a drink and say, “Okay, come let’s go to bed.”

In the cruise sector, where some companies held high profile and visibly enforced policies on sexual harassment, experiences of sexual harassment were reported to be much less common. However for many women working in the cargo sector, such policies and the subsequent protection they offered frequently did not appear to be in place.

*Isolation and the reasons on board:*

In the rigidly hierarchical and isolated environment of the ship such behaviours could be particularly difficult for the women involved, as one woman noted:

You can’t escape from it. It’s like, if you’re at work, you get harassed, you come home, you forget about it. You’re on ship, you get harassed, you go to your cabin – you’ve got a phone in your cabin, they ring you constantly. They’re knocking at your door; they’re walking up and down the alleyway.

Women reported taking a number of steps to avoid such unwanted sexual attention and advances, such as avoiding social situations on board, locking their cabins at night or attempting to de-feminise their appearance. Where women did attempt to report these problems to the company, they were not always successful, as one woman recounted:

As soon as I saw my personnel manager I told to him and he said I should expect that sort of thing because I was at sea and I should deal with it myself.

*The woman sefarers show more enhusuasm and determination:*

Despite the problems they sometimes faced, the women who were interviewed displayed considerable enthusiasm for their work at sea and an, often striking, dedication and determination to succeed in this sector, as one woman said: it all boils down to determination. We were determined to do it and there was nothing which was going to stop us.

*Many woman officers are looking for a job at shore:*

Many women were dedicated to a long career at sea (and indeed at the point of interview several women had had many years sea time and were in senior ranks). As one woman stated: There are a set number of years, if you do well, you get the right report, you can reach captain, and you can get there. I intend to be up there in that time.

Where women thought of leaving the sea, often their intentions were to utilise their skills and experiences in a career in the maritime industry ashore.

**(b) Findings to be noted**

The women seafarers believe that they should work much harder to prove their capability. They also stated that sexual abusment is something inevitable on board.

Managemet level are reluctant for harrasmant and abuses and they advise woman officer to bear it or find a solution by herself.

In the rigidly hierarchical and isolated environment of the ship such behaviours could be particularly difficult for the women involved.

To be a woman in the men’s worl is full of hardship. So, most of woman seafarers are planning to leave for a shore duty as sson as possible

There is a strong solidarity among female marine engineers.sefarers. It is an enviable behaviour and should be regarded as an important issue to promote the status of female seafarers.

Female seafarers should work moreharder than men to be succesful.

Female seafarers are vulnerabil and they should understandthis situation whn they assume their responsibilities.

Female sefarers should made investment to ensure their future.

There is no problem at the school phase.The problem starts when you step up the gangway.

Managers in the shipping sector should not allow gender discrimination. This is the only way to solve the problems of female seafarers.

Yes, it is a challengs to work at sea as a woman.

**DISCUSSIONS**

**a. Discussion on theResults of Interviews**

Based on the interviews made with female seafares, the following issues are found;

1) Feeling of loneliness

The numbers of women seafarers working on board a ship generally changes between one ore two. Thesewomen who works between a huge groups of male generally feels thmeselves alone due to lack of any other female to establish contact. This situation is unbearable after long duration at sea and creates an interesting phsicological situation for them.

2) Feeling of astuteness

As a population that we are minority on board.In order to prove ourselves against men we should make less mistake.We must be patient and make our minds as clear as it can be.Otherwise, as women getting into the marine sector subsequently will not be able to destroy prejudice of community. They think of that this profession is not approprite for women. We must not be weak against the difficulties and events on board.

3) Marriage and Unity of Family

Marriage is quite difficult for women working on board. They can be pretty successful when they get married mariners,in reverse, it is difficult to get marry or they get marry at later ages. The pairs who come from same professıon and understand each other can be more successful. Family is the holiest concert of the society.The only thing contributes this concert to last is the unity.As women mariners,it is a great advatage to be married to another mariner.In reverse,it is a great difficulty and a disadvantage. Being away from their husband, parents, and relatives takes them to pessimısm.

4) Breaking taboos in man- dominated society

To destroy a myth we must prove it at first.Since the women are weaker than men as physically,they are thought to be unsuccessful at sea.To destroy this prejudice we must be patient,determined,idealist and we must not maket he mistakes that men do.Also the difference between man power and women power is not only related with gender.According to some researches,the power difference between man and women is only %20 so this is not a valuable thesis that women are not strong enough to work on board in 21th century that we run our ships with automation.

5) Maritime Sector Should Support Women at Sea

The women seafarers that are having some difficulties at sea training.In this stage to be defenced by society and encouraged is very important fort he aspect of proving ourselves.

6) Equality

Women are not given the same opportunities as men are.We do not have same rights.For instance, while men changes.This situation effects women negetively.We should change this mentality.

7) Verbal harrassment

They are not in trouble with our colleagues as verbal harrassment.But in same environment with huge population of male w emay come across with behaviours not proper for us.

8) Special conditions; pregnancy

Most of women are not employed due to the risk of pregnancy or they are demanded to sign a contract not to be pregnant. However women do not consider to benefit from these private aspects and exceptions.Until a certain period, they continue to execute their profession.

9) Mobbing from superiors not from subordinates and colleague

Although mobbing is expected from people less educated, if is done by managers who cannot stand women as successful seafarers.They try to make women tired and cause them to escape by giving up their duties.

10) Common opinion less mechnical perception of females

It is thought that the mechnical perpection is low for women.It is naot dıffıcult to understand it comes from childhood. For instance while sonsa re playing with car, daughters are playıng with dollys. Mechnical perpection is something just occurs with the effect of parents.

11) Visual harassment

Some kind of women can not prevent them from verbal harrassment,cause of men that implies harrassment think that this is their obtion,their right.

12) Using too many words for example obscene language, strong language

In the point that they can not express themselves, men use obscene language, besides educated people look for solutions for problems by expressing themselves.Non- educated people believes that they can solve their problems with obscene language to express themselves.

13) Contestation with men prove herself with men’s language that “she can do as much as men”.

Most of women have to work harder than men to be accepted and to prove themselves.They have to make much more effort to get place as their right.

14) No problems in education as confronted as on board

Women are not in trouble and not getting difficultties as serious as confronted on board because while studying at school students helps each other but on board a challenge about profession is always current.

15) Obtion to have family life

It is really difficult to end the work and family for a female mariner.In spite of all these difficulties, they have to keep the balance and execute their professions.

**b. Survey on Mobbing and Sexual Harrassment to Female Seafarers onboard**

**(1) Aim of the survey**  
  
The aim of the survey is to reach valuable evidences to demonstrate the real situation , how common and serious and, provide a source for the other studies that might be done about the same topic

In this part it is intended to define mobbing and sexual harrassment issues that female confront on board Turkish Merchant Ships.The other problems determined in this study has substancial evidences but to define main issues about sexual harrasment and mobbing on board Turkish Merchant Ships, there is no any source..  
  
**(2) Objectives of the survey**  
  
1.To define the ratio of sexual harrassment and mobbing on board to female seafarers  
 1.1. To define if having a greater rank is an encouraging matter to imply sexual harrasment and if women think the same with us about the effect of rank to sexual harrasment  
 1.2.To define which ways are the most common to imply sexual harrassment and mobbing   
 1.3.To define which ways are followed to overcome sexual harrassment and mobbing   
2. To define if women are satisfied by the ways followed to overcome such events.  
3. How does mobbing and sexual harrassment affect women’s psychology   
4. To define if sexual harrasment is more common while conducting in social life  
4.1. To define how often women confront with mobbing on board  
4.2.To define the ratio of women have knowledge about “the word mobbing”

5. To define how often women confront with mobbing on board4

**(3) Hypothesis**

Hypotesis is prepared based on the objectives. Questionaaire is based on hypotheses.

**(4) Target Groups and Percentage of the Responders to Questionaire**  
69 woman officers/cadets were responded to questionaries. The status of partcipants; %2.9 Captain, %32.4: Officer, %64.7: Cadets   
  
**(5) Analysis of Responds**

***Part 1-Sexual Harrassment Analyses***1) Have you ever confronted with any form of sexual harrassment by your colleagues?82.4% of the women are confronted with sexual harrassment.

17.6% of the women are not.  
***General majority of women are confronted with sexual harrasment on board.***2) If you have confronted, which type60.7% of the women are confronted with verbal sexual harrasment.  
17.9% of the women are confronted with physical sexual harrasment.   
60.7% of the women are confronted with sexual harrasment which is covered, as implying sexual meanings.  
 ***Verbal and physical harrasment is more commen than physical harrasment.***3) What was the rank of the person who has confronted with harrasment?  
  
78.1% of the person implied sexual harrasment is superior  
6.3% of the person implied sexual harrasment is subordinates

4.4% of the person implied sexual harrasment is collegue  
***Generally, sexual harrasment is implied by superiors****.*  
4) Do you think having a greater rank is an encouraging effect to do sexual harrassment?  
  
85.3% of the women think it is an encouraging effect to do sexual harrassment  
14.7% of the women think it is not an encouraging effect to do sexual harrassment  
  
***Having a greater rank is an encouraging effect to do sexual harrassment.***

***5) How did you overcome such a behavior?***  
56.3% of women choose being silent   
37.5% of the women tells to their family to overcome.

31.3% of the women say” I couldn’t overcome”   
43.8% of the women choose making a report to the Captain

6.3%of the women reports to crew agency  
 3.1%of the women choose other ways to overcome.

***Generally women keep their silence when they confront with sexual harrasment.***

***6) Are you satisfied because of the way followed to overcome?***0.0%of the women are never satisfied by the way followed to overcome sexual harrasment.  
65.6%of the women are sometimes satisfied bythe way followed to overcome sexual harrasment.  
34.4% of the women are never satisfied by the way followed to overcome sexual harrasment.  
***Woman has never been satisfied with the way followed.***

***7) How does it affect you?***59.4%of the women felt humiliated,I lost her self-confidence  
6.3%of the women put a blaim on herself  
75.0%of the womens performance at work reduced due to working in a such disturbing place  
56.3%of the women’s expectations about career reduced due to being a female on board,gender.  
15.6%of the women felt so humiliated that they could commite suicide at any moment  
21.9%of the women says” It did not affect them deeply,thinking that they could face such an behaviour while working on board”  
***Women are affected from sexual harrassment deeply that causes unrepairable damages to their psychology and career.***

8) The sexual harrasment is more common;  
18.8%of the women said that “On board”  
84.4%of the women said that “While conducting social life”  
  
***The sexual harrassment is more common while conducting in social life.But 18.8 of the women answered as it is more common on board***.  
**Part 2: Mobbing Analyses  
*1) Have you ever confronted mobbing related these kind of actions;***

55.6% selected that; http://www.surveymonkey.com/i/t.gifPeople laugh to you while there is no valuable reason that you know  
44.4% selected that; http://www.surveymonkey.com/i/t.gifyou feel that they are talking about you when you are not at the same place.  
22.2% selected that; their looks disturbs you  
55.6% selected that; your colleagues do not trust the work you have done.  
94.4%selected that ; Your responsibilities/duties are as easy as it can be,so that they passivated you and affect your self-confidence,performance  
56.6% selected that; You feel that they are happy when you confront with a trouble  
5.6% selected that; http://www.surveymonkey.com/i/t.gifYou feel that your duties are really difficult to disincline you about the work  
38.9% selected that; You feel you are worthless and ineffective because of the behaviors underway against you  
  
***The least of the participants have choosen thar the duties are really diffuclt to disicline you about the work,this situation might give a change to prove your abilities but it is done to only 5.6% of the participants.The common way followed while assigning women is to passivate them.***  
  
***2) How often such an event you confront?***

44.4% selected that;http://www.surveymonkey.com/i/t.gifEveryday,more than once  
11.1% selected that;Everyday  
44.4% selected that;Sometimes  
0.0% selected that,Rarely  
0.0% selected that;Never  
 ***All of the participants are confronted with mobbing frequently so that the situation is really serious than we imagined.***3) Have you ever heard about the word “mobbing” before?38.9% selected that; yes  
66.7% selected that; no  
***The term “mobbing” is not known although all the participants are faced with.*  
*4) What kind of mobbing do you confront more frequently***?

88.9% answered as; http://www.surveymonkey.com/i/t.gifIn dialogs, covered(implying)  
22.2% answered as; In dialogs,distinctly  
50.0% answered as; http://www.surveymonkey.com/i/t.gifDiscrimination while assinging certain roles  
72.2% answered as; http://www.surveymonkey.com/i/t.gifAccording to the groups behaviors;making gossip about you/externalizing you/laughing sarcastically  
39.8% answered as; Just feeling that you are segregated from the group because of your distinctions  
  
***Various types of mobbing is confronted on board by woman but the most usual one is to in dialogs implying,so that women do not have any proof to report.Second most common way to do mobbing is done as group reactions.***

***5) How did you overcome mobbing when you confront or could you overcome?***55.6% answered as; Being silent  
16.7% answered as; I quit the job  
44.4% answered as; I couldn’t overcome  
56.6% answered as; Making a report to the Captain  
11.1% answered as; Reporting to crew agency  
 5.6% answered as; Other  
  
***In the mobbing events that women seafarers experienced 56.6% of the women have choosen to be silent .On the other hand %56.6 of the mobbing events are tried to be eliminated with reporting to the Captain.***

***6). Are you satisfied because of the way followed to overcome?***0.0% answered as; Always  
61.1% answered as; Sometimes  
38.9% answered as; Never

***The way followed to overcome does not satisfy women.***

***7) Do you think mobbing is more frequent than sexual harrasment?***  
100.0% answered as; Yes  
0.0% answered as; No

***Mobbing is more frequent than sexual harrasment on board.***

***8) What is the rank of the persons that mobs you generally?***  
66.7% answered as; Superior  
44.4% answered as; Collague  
50.0% answered as; Subordinate  
***Mobbing is generally done by the superiors on board.***

***9) How does mobbing affect you when you face to?***  
55.6% answered as; I felt humiliated,I lost my self-confidence  
11.0% answered as; I put a blame on my self  
77.8% answered as; My performance at work reduced due to working in a such disturbing area  
72.2% answered as; My expectations about my career reduced due to my gender  
11.1% answered as; I do not believe in me,my potential,I feel worthless  
11.1% answered as; It does not affect me deeply,thinking that I could face such an behaviour while working on board  
22.2% answered as; I felt so humiliated that I could committe suicide at any moment

***Mobbing causes seriour damages on women seafarers’ psychology and career.***  
**CONCLUSION**   
  
The number of women participating in the maritime industry is significantly smaller than men. Women are mostly working in commercial, hospitality and catering sectors of the industry and are quite rear in high officer ranks. The duration of working at sea varies by sectors, those women who worked their way to the officer ranks usually have longer career at sea but some prefer to resign from ships and work in the marine industry ashore.

The main problems that women seafarers encounter on board of ships are discrimination, harassment and hard to work as non-equliviant opportunities. These problems are common for any industry and any job, but it is harder to deal with it when women are isolated on board of the ship. In this study, the analyses proved that how serious is the situation concerning mobbing and sexual harassment and also these are the biggest obstructs for women to employ on board. Most of the participant woman sefarers have choosen to be silent and the ways followed to overcome does not satisfy the women because the problems are not specified clearly in legal ways and the solutions are left to discretion of the supervisors and the mobbers and the ones who imply sexual harrassment are mostly the supervisors.

There is a strong need for preparation of legal documents to regulate the life on board both for males and females, especially to provid a safe working environment for women maritime administration and powerfull international non-govermental organizations should enforce maritime sector to apply these regulations.

Maritime industry is not acting so eagerly to deploy women seafarers. Companies that do not recruit women are very often negative about female staff on board of their ships. Male crew members that have little or no experience of working with female staff tend to be negative or prejudice about women seafarers. However, those companies that are employing women are highly positive about the experience and pleased with quality of work, determination of female staff and more balanced on board environment providing all positive effects of diversity.

Companies with high profile on sexual harassment policies and applications have less sexual harassment incidents and more confident staff. Despite difficulties and problems that women face on board of the ships, they are generally positive about seafaring experience. However, it is clear that some improvements in conditions of women employment have to be done.

Here are recommendations to solve some of the problems and improve working and living conditions of women at sea.

• To eliminate employees’ confusion about their rights and policies, companies could implement induction trainings for all staff regarding on – discrimination, equal opportunities and sexual harassment policies.

• Companies should develop improved approach for seafaring sector regarding maternity rights and benefits.

• The positive experience of those companies employing women has to be promoted to other companies in order to increase women employment and change perception of women seafarers.

• Sexual harassment and mobbing policies should be specific for on board environment.

• Women should not provoke their male colleagues by their manners and attitude.

• To lessen women difficulties on board companies where it is possible could employee more than one woman on board of a ship.

• Companies should actively promote seafaring as possible career opportunity for young females.

• MLC 2006 should be accepted and internationally recognized standards should be fully applied by martime administration.

These steps could benefit for the marine industry by encouraging talented women to start their career at sea. There are enough examples of exceptionally professional and determinate women in this industry that proves women ability to fulfil this job. It is evident that men and women can work together and should not compete each other but complement each others work.  
  
  
**ACKNOWLEDGMENT:** I would like to thank our woman cadets namely Helin TAŞKIN, Belgin DURMAZ, Gözde KIRMIZI and Cahide Gökçe AVCI who contributed to this survey.  
  
**REFERENCES**

*Aşkın, F. (2016), Women Seafarers’ History and Today in Turkey (Türkiye’de Denizci Kadınların Geçmişi ve Bugünü), Denizcilik Dergisi, page 66‐70, March-April 2016, İstanbul, ISSN 1308‐8629 (in Turkish)*

*BIMCO/ISF, (2016). Manpower Report, The global supply and demand for seafarers in 2015*

*Department for Transportation -UK, (2014). Seafarer Statistics, 2013 Statistical Releasehttps://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/275606/seafarer-statistics-2013.pdf*

*Dragomir C., Bătrînca G., Surugiu F., (2012). Motivation of Joining Women in the Maritime Sector Maritime Transport & Navigation Journal, Vol. 3 (2012), No. 3*

*e‐Maritime Database, 2013. Transport, Maritime Affairs and Communications Ministry of Turkish Republic, General Directorate of Marine and Inland Waters, December 2013*

*European Court of Human Rights, Case of Thlimmenos v. Greece, judgment of 6 April 2000, para. 44*

*ITF, (2017). Woman Seafarers, (*[*http://www.itfseafarers.org/ITI-women-seafarers.cfm*](http://www.itfseafarers.org/ITI-women-seafarers.cfm)*) (Retrieved on 21.11.2018)*

*MLC, (2006). Maritime Labor Convention, IMO*

*UNCTAD, (2018). Maritime Transportation 2018, ISBN 978-92-1-112928-1 eISBN 978-92-1-047241-8 ISSN 0566-7682*

*Van Leeuwen F., (2009). Women’s Rights Are Human Rights: The Practice of the United Nations Human Rights, Intersentia Publishing House, 2009, 8-9*

*Yilmaz H., Başar E. and Özdemir Ü., (2016). Turkish Women Seafarers and A Quastionnaire Study on Employment Situation, International Journal on Marine Navigation and Safety of Sea TransportationVolume 10 Number 2, June 2016 DOI: 10.12716/1001.10.02.18*

**WOMEN-SEAFARERS’ EXPERIENCES IN THE CONTEXT OF MARINE PRACTICES1**

PhD Astrid Męczkowska-Christiansen

Polish Naval Academy

Faculty of Humanities and Social Sciences

a.meczkowska-christiansen@amw.gdynia.pl

PhD Iwona Królikowska

Polish Naval Academy

Faculty of Humanities and Social Sciences

i.krolikowska@amw.gdynia.pl

**MENTORESS** (Maritime Education Network To Orient and Retain (Women) for Efficient Seagoing Services) – (Erasmus + KA2 – 203 Strategic Partnerships for Higher Education)

**ABSTRACT**  
*In the presented article, the issue of research related to gender inequality in the context of employment at sea was discussed. Presented analyzes included, among others diagnosis of problems faced by cadets in the context of their cultural and social conditions. The results of the study prompted the authors to indicate the desired changes in the field of higher education addressed to the training of seafarers, which could in the future contribute to the easier entry of women into the maritime labor market and remain on it thanks to stable and transparent conditions for their professional careers.*

***Keywords****: maritime education, higher education, women-sailors.*

**INTRODUCTION**  
As IMO2 representatives note, in the past, shipping has been an industry dominated by men and this tradition has lasted long and took root deeply. However, thanks to the Global Program on the Integration of Women in the Maritime Sector, IMO makes a concerted effort to help industry move away from this tradition and help women to achieve a more 21st-century representation. The increase in the number of women working at sea is the effect of a series of socio-economic changes in the 20th and 21st centuries, related to globalization, mobility and rapid social transformation. It also include the issue of extending equality between women and men. These changes affected the traditional allocation of women and men in the labor market, causing that in the 90s of the twentieth century, more women's interest in maritime work began to be observed. At the same time women began to enter the maritime schools. This contributed to the emergence of a new research area related to the functioning of women at sea. In spite of many activities carried out on many mantles to include women in the maritime sector, their participation in this labor market (especially in senior positions) remains marginal. ITF (The International Transport Workers' Federation) estimates that the profession of a seaman is performed by only about 2 % of women4. Most of them work in the cruise and ferries sector. This indicates that the efforts undertaken for more than 20 years focused on the wider inclusion of women in the maritime sector do not bring satisfactory results and their representation in the maritime industry is still low. There are also many problems related to the work and career of female seafarers. In this article, researchers describe issues related to the entry of women into the maritime labor market - in particular, attention was paid to the problems faced by marine cadets when deciding on the choice of study specialty and during apprenticeships at the sea, which are an obligatory element of graduation. During the research, special attention was paid to their educational experience in the context of preparation for work at sea. (http://www.imo.org/en/MediaCentre/HotTopics/women/Pages/default.aspx;

http://www.itfseafarers.org/ITI-women-seafarers.cfm).

**SUBJECT OF THE STUDY, THE CONTEXT OF ITS ANALYSIS**

The subject of the presented research was the experience of female seafarers, embedded in the context of their seafaring practices as an obligatory component of the study program. In connection with the application of a qualitative research approach, allowing reconstruction and deepening the conceptualization of the study subject in the course of analyzes. The course of the research focused the researchers' attention on: educational experience of the respondents, related to the issue of formal (i.e. acquired during the academic education) preparation for internships on ships with multicultural crews; the process of looking for a place of practice and recruitment to the crew; experience gained during internships related to work in a male-dominated environment.

Analysis of the beginnings of the professional career of first and second degree students in the field of navigation and their adaptation to a specific maritime and seafaring profession aims to draw the attention of the recipients to the trajectory of women's career, with particular emphasis on the initiating stage. As Janota Czarnota-Bojarska notes, this period is often ignored in employee surveys, as it is commonly assumed that it is the same or similar for all employees (J. Czarnota-Bojarska, 2010) Meanwhile, "*people are not randomly assigned to job positions*."

The presented analyzes included, among others diagnosis of problems faced by students during organizing and conducting maritime practices. Its results translated into the Authors' identification of areas requiring support, which could in the future contribute to the easier entry of women into the maritime labor market and remain on it thanks to stable and transparent conditions for the implementation of their careers. However, it seems necessary to introduce some changes in the maritime education system (both in relation to the courses required by the STCW Convention and strictly academic programs).

The research is sensitized to the context of ginocentrism, as a female cognitive perspective allowing in science postulates and projects exposing the feminine element of cognitive posture, i.e. emotionality, understanding or experiencing the body as an alternative to the dominant male explanations (W. Czarnota; 2015).

**PROCEDURAL ASPECTS OF THE STUDY, SELECTED RESULTS**

The aim of the study was to gain a deeper cognitive insight into the situation of female interns and cadets at sea. The research was carried out from September 2017 to March 2018. Because the subject of the study is difficult and hardly accessible, sometimes even hidden, it was decided to triangulate three methods: focused group interviews (ie focus studies) and in-depth interviews conducted in different groups of respondents. A deliberate selection of the sample was used, devoid of the characteristics of statistically convergent representativeness. It consisted in the conscious selection of candidates with the criterion of their experience in the field of work / internship at sea. The research was completed with the completion of a specially prepared survey.

During the focus group, there was a discussion including the exchange of experiences, opinions and expectations of the respondents regarding issues important to the study such as: making a decision about the choice of a higher education college with a maritime profile, education at a marine school, problems with finding, course and appraisal, further career plans.

The advantage of the chosen method is the group effect occurring between the surveyed women and group stimulation, which makes them more involved in the study. The subject of the research is difficult, often related to the spheres of experience, and therefore during the analysis of focus studies attention was paid to group dynamics, including the mutual stimulation of respondents to biographical statements. Mutual exchange of frequently-concealed experiences so far resulted in a decrease in the sense of alienation of the respondents, which favored the openness of their statements and built a climate of mutual understanding.

The second of the applied research methods included free interviews focused on the analysis of specific problems identified in the first phase of the study (i.e. during the conduct and analysis of focused interviews). In particular, the researchers' attention in this area was caught up by mechanisms generating difficulties for students related to their maritime practices. For this purpose, it was decided to gain an insight into the experiences of people / experts deliberately selected from the marine environment, i.e. people working in crewing companies, in maritime administration and ship handlers. Interviews with women working on ships in senior officer positions were also conducted.

In-depth interviews have provided an opportunity to learn about the interpretation of issues related to the work of women at sea by significant people in the marine environment. It is worth stressing that barriers to employment of women at sea are topics that are rarely discussed with people from outside the marine environment due to the sensitivity of the problem and the questionable legality of certain practices, which is why in-depth interviews gave researchers a wider opportunity to obtain valuable information. The research was completed with the completion of a survey whose selected results are presented in the graphs 1-5. Total number of respondents was 59.

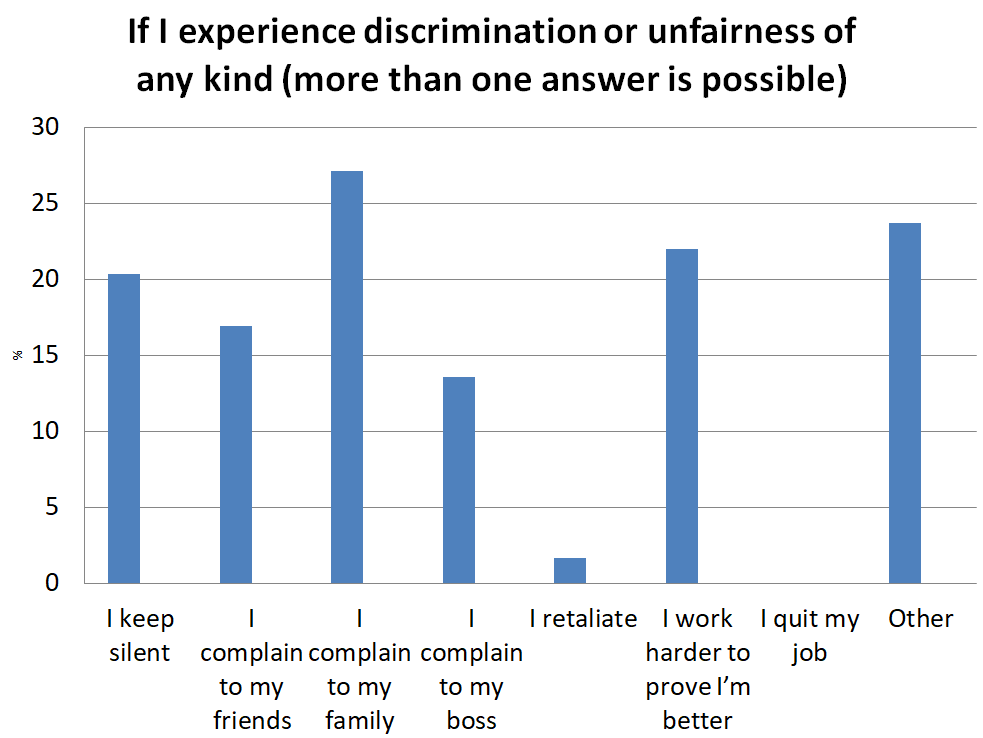


Fig. 1. Example of survey results.



Fig. 2. Example of survey results.

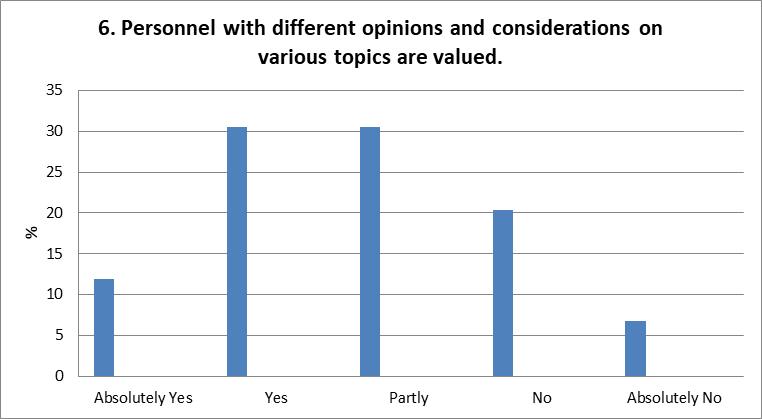


Fig. 3. Example of survey results.

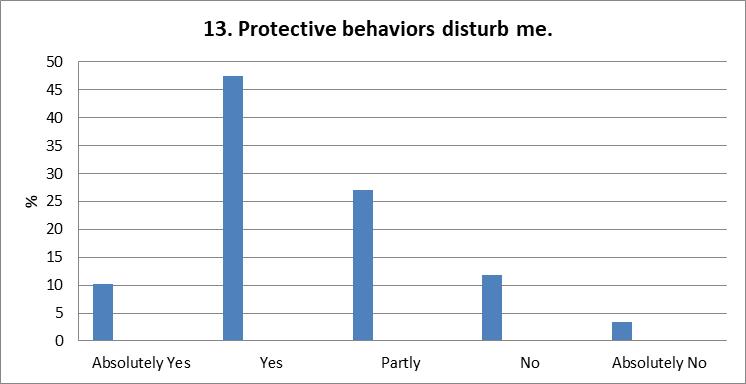


Fig. 4. Example of survey results.

**CONCLUSIONS**

The research, whose partial results are presented in this article, from the very beginning was accompanied by an educational intention related to the attempt to diagnose the transition process of women-seafarers from the area of higher education to the labor market. The presented research results may indicate the direction of desirable improvements in the education system of marine cadres. We also believe that future in-depth explorations of this (rarely undertaken) issues should contribute to wider changes in institutional and non-institutional policy, oriented at breaking the seaman's stereotype as a profession reserved only for men, as well as creating better structural conditions for women undertaking difficult professional development efforts identity in this profession.

**REFERENCES**

Chassonnery-Zaigouche C., Kenneth J., *Arrow on the Economics of Discrimination: Beyond Market Based Explation?,* 13th Annual Summer Institute Conference Papers, University of Riczmond, 2013.

Czarnota-Bojarska J., *Dopasowanie człowiek-organizacja i tożsa­mość organizacji,* Wydawnictwo Naukowe SCHOLAR, Warszawa 2010.

*Czarnota W., Wybory życiowe młodych Polek. Przyczynek do antro­pologii kobiety, PWN, Warszawa 2015.*

Denzin N. K., Lincoln Y. S. (red.), *Metody badań jakościowych,* Wydawnictwo Naukowe PWN Warszawa 2009.

European Commission, Study on EU Seafarers Employment. Final Report; EC DGMT DCMOVE/C1/2010/148/SI2.588190.

Flick, U., *Projektowanie badania* jakościowego, tłum. P. Tomanek, Wydawnictwo Naukowe PWN Warszawa 2010.,

Gawrycka M., Wasilczuk J., Zwierzch P., *Szklany sufit i ruchome schody - kobiety na rynku pracy,* CeDeWu Warszawa 2011.

*Gerlach R., Pozaszkolna edukacja zawodowa wobec zmian cywiliza­cyjnych. Nowe trendy i wyzwania, Bydgoszcz 2019.*

Kalinowska-Nawrotek B., *Formy dyskryminacji kobiet na polskim rynku pracy,* Ruch Prawniczy, Ekonomiczny i Socjologiczny, ROK LXVI, z. 2, 2004.

*Kamasz E., Pilarska N., Wielość ról w życiu współczesnych kobiet, [w:] Dylematy współczesnych ludzi. Radzenie sobie z wielością ról i zadań, Difin, Warszawa 2015.*

Manpower Report, The global supply and demand for seafarers in 2015. BIMCO/ISF, (2016), http://www.ics-shipping.org/docs/ de- fault-source/resources/safety-security- and-operations/manpower-re port-2015-executive-summary.pdf?sfvrsn=16

*Sielska A., Dyskryminacja instytucjonalna kobiet na polskim rynku pracy, CeDeWu, Warszawa 2017.*

Wolf A., *X Faktor. Jak pracujące kobiety tworzą nowe społeczeń­stwo,* Warszawskie

**ADVANTAGES AND DISADVANTAGES OF GENDER DIVERSITY ON BOARD**

Assoc. Prof Dr Ergun DEMIREL

Maritime Faculty

The Department of Maritime Transportation and Management Engineering

Piri Reis University

[edemirel@pirireis.edu.tr](mailto:edemirel@pirireis.edu.tr)

**ABSTRACT**

*The aim of this study is to explore the advantages and disadvantages of gender diversification in the maritime world. Diversity is a significant tool to refrain discrimination. Gender characteristics of crew board members are used as the proxies for diversity. In this study finds that gender diversity may create advantages and disadvantages. Comparing this facts it is found that gender diversity may improve performance of crew. Appropriate usage of gender’s specific characteristic as a tool to change boring and stereotype life on board, the life at sea may be more attractive and better provide to improve performance. It is not hard work if necessary action taken by maritime community in particular shipping companies.*

***Key Words****: Gender Diversification, Gender Discrimination, Female Seafarers, Woman on Board*

**INTRODUCTION**

***Gender diversity*** is a term referring to how different genders are represented in a relevant setting. Primarily this term is often used to refer to females and males, though in some contexts and research the term may also refer to those who fall into [non-binary](bword://!!ARV6FUJ2JP,non-binary/) categories of gender (Wikipedia).

Maritime sector, in particular ships preserve the male dominated culture with its male dominated environment although women are already in the sector not only in low-skilled tasks but also in managerial level. The entry of women to this sector is getting important in international organizations and among the industry stakeholders and shipping industry but the culture still values the male employment. The ship as a working environment is a living culture for both genders yet the ruling class is the masculine standards.

Since the ancient cultures, imagery of a woman has been in close relation with the sea. In many myths and traditions, there have been female creatures such as sirens, mermaids who were seen or depicted by sailors. It is even believed that the carved female figures protect the vessels at sea. The ships were named for a woman and that’s why the ships are called as ‘she’.

At the very early ages, they start working on ships and doing the same tasks as the men in particular in the Nordic countries. They even fight as female warriors with males. Generally speaking women have significant roles on ships such as, cleaning, serving, carrying gunpowder, helping the navigation, keeping the logbook or accounts even mending. Some of them were became a crew member like a man sailor.

Mainly after the mid-nineteenth century, women were in many areas of life as stewardess, cooks on board, riverboat pilots, nurses. In the twentieth century they have assumed sailors and officers’ duties and even captains or chief engineers. The women even started to serve on board the navy ships after the World War II. The women became work force in factories and shipyards for shipbuilding. In the twentieth century, women started to take part in water sports such as yachting and all types of racing.

The women workers at sea are still too rare in the world. The percentage of woman seafarers is estimated only 2 % in the world by ITF. Female seafarers work generally in the cruise and ferries sector. The women are confronting prejudice and but becoming valuable members of ships' crew.

ITF (2017) reports that women are deployed among the worst paid and least protected of jobs at sea. Women also tend to be younger, and fewer are officers than their male crew mates. Their low number means that women can be subject to discrimination and harassment. The maritime unions are alert to these dangers and strive to protect the interests of women members – who now number about 23,000 worldwide.

The highest employment rate for woman seafarers is in the United Kingdom; 7 percent of the officers and 21 per cent of the ratings are female. Deck and engine UK ratings in 2013 had a similar split to deck and engine UK officers. Men accounted for 99 per cent of deck ratings and nearly 100 per cent of engine ratings. The catering/other category of UK ratings had the highest proportion of women at 36 per cent (Department for Transport, 2014).

The anticipated future growth of the world merchant fleet is over the next ten years and its possible impacts on the global manpower situation. The estimated officer shortage for 2020 is 92,000 (2.1%) and 147,500 (18.3%) in 2025. (BIMCO/ISF, 2016) It is clear that there will be a strong effort to increase the number of the cadets and seafaring officer in the next decade. It is likely expected that the number of the female seafaring officer will increase, but we are not sure about the increase of percentage of the females in the merchant fleet.

It's still rare to find women workers at sea. Although they are confronting prejudice, the women are becoming valuable members of ships' crew.

**GENDER DISCRIMINATION**

The discrimination defines “unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex” (Oxford Dictionary). Most people could have not been affected from discrimination because of his/her race, ethnicity or colour. But there is no one who has not been involved in woman discrimination having a wife, a mother, a sister or daughter. The discrimination of women in the world is still a very huge problem; even many strong efforts are spent to secure the woman rights throughout the world.

The United Nations Women's Treaty was implemented a few decades ago was supposed to give women an right to take part in their nations political and public life but that hasn't changed much (Rainbo org, 2017). Beyond the equality of woman, in many countries women are still unable to vote or even wear what they want. In the most parts of Asia, ex- Soviet Union territories, Latin America, Africa and Central and Eastern Europe woman trafficking is still a heart-breaking problem.

Although these are issues for many workers, they can be a particular problem if you are employed at sea, where you are isolated from family and friends and other sources of support.

Women can face discrimination even getting into seafaring work. In some countries, for example, maritime education and training institutions are not allowed to recruit women to nautical courses. Women tend to enrol on navigation rather than engineering courses. Even once trained, they may have to face prejudice from ship owners who won't employ women.

Once employed, women seafarers may also face lower pay even though they are doing work equivalent to that of male colleagues. Women may also be denied the facilities or equipment available to male workers, which are a form of discrimination (ITF, Woman Discrimination, 2018).

Bullying and harassment are common problems for both male and female seafarers. This unacceptable behaviour may come from colleagues or managers, and may cause serious mental and health problems.

**MAIN PROBLEM AREAS ON THE DEPLOYMENT OF WOMAN AT SEA**

In according to a study made by ITF, the followings are the major problems encountered due to employment at sea are;

a. Isolation from family and friends and other sources of support. Although this is a common problem for men and woman, women are more suffered from this problem because having a few or no same gender seafarers on board.

b. The sexual harassment or even abuse while at sea. Many maritime unions now have policies covering sexual harassment.

c. Absence or lack of maternity rights. If they become pregnant and wish to take maternity leave, woman seafarers may have problems to use their rights depending upon company policy (Some companies may force them to take pregnancy testing before their employment).

d. Lack of sanitary items for ladies on board ships.

e. Some companies still no intention for double gender employment on board.

**FINDINGS**

Darmadi (2011) made a study on “Board diversity and firm performance in Indonesia”. Taking into account previous studies on this subject, he made an analytic The results of this research may help us to understand importance of gender diversity.

“There are different arguments on the relationship between gender diversity and the firm’s competitive advantages. Some arguments support the proposition that greater diversity is likely to bring advantages to the firm due to various reasons. Women are considered to have “feeling” cognitive style that focuses on harmony (Hurst et al, 1989) and ability to facilitate dissemination of information (Earley and Mosakowski, 2000). They are also considered “tough” since they have to face various challenges prior to holding seats on the board, which reward them great prestige in the environment (Krishnan and Park, 2005). Furthermore, it is also argued that gender diversity would lead to increasing creativity and innovation (Campbell and Minguez-Vera, 2008). On the other hand, other arguments suggest that greater gender diversity may bring disadvantages to the firm. Greater gender diversity may increase the likelihood of conflicts (Joshi et al., 2006; Richard et al., 2004), slow decision-making process (Hambrick et al., 1996), and differences in responding to risks (Jianakoplos and

Bernasek, 1998)”.

If we make a resume of this result;

The gender diversity creates a positive impact on the productivity the organization, in particular leads to increasing creativity and innovation. But greater gender diversity may increase the likelihood of conflicts, slow decision-making process and differences in responding to risks.

**Disadvantages of Gender Diversity**

Old fashioned shipping company managers and traditionally educated ship masters still insist on not deployment of women on board. They assess many disadvantages if the women are employed on board, such as;

a. The females on board may create a negative effect on discipline on board.

b. Women are not able to handle many hard duties because of their physical capacity.

c. They may meet some additional problems such as sexual harassment and sexual abuse which may create legal problems and payment of high compensations.

d. The women in managerial roles cannot establish control on the rating

e. Due to females’ natural characteristic such as maternity, late period of pregnancy, women seafarers may leave their duties for long period; even ship-owners may pay salary when they are not on duty.

f. It is not easy deployment of women on board a ship which is traditionally a men-oriented profession.

**Advantages of Gender Diversity**

It was a necessity in the past to establish a man-oriented society due to hardness of the some professions such as military service, seamanship etc. But improvement of technology provided us to overcome this kind of hardness.

As a nature of human being men and women should establish a common life. A single gender oriented society is against the character of human being and creates many social problems. Creation of a diversified work environment would be more suitable for the nature of human.

a. Man and woman have diversified skills. If we put them together we may obtain creativity and efficiency for work getting benefits one from other.

b. Having to gender together a more suitable and natural life style could be created. This should make people more blissful.

c. An environment where women are present, men will be able to act more naturally and eliminate isolation problems.

d. Women are considered to have “feeling” cognitive style that focuses on harmony (Hurst et al, 1989).

e. Women have an ability to facilitate dissemination of information (Earley and Mosakowski, 2000).

e. Furthermore, it is also argued that gender diversity would lead to increasing creativity and innovation (Campbell and Minguez-Vera, 2008)

**Recommendations to Improve the Quality of Life on Board**

Hong Kong-based Anglo Eastern Ship Management has joined hands with International Seafarers’ Welfare and Assistance Network and WISTA International to publish a new booklet on building and maintaining gender diversity on board merchant ships Anglo Eastern, 2017). The booklet addresses critical social, cultural and interpersonal issues that can obstruct the productivity of a shipboard team.

More than a manual, the booklet aims to sensitize junior and senior officers to the challenges women seafarers may face. From sexual harassment and bullying to negative attitudes faced by male colleagues, the booklet addresses a wide range of challenges reported by women seafarers. These are the specific explanations by the senior officials of the organizations;

“Shipping is a global industry that strengthens each year thanks to increasing gender diversity. This booklet represents an important collaboration between the corporate, welfare, and non-profit sides of shipping to create a global industry that is inclusive, diverse, and strong,” said Despina Panayiotou Theodosiou, president of WISTA International.

“There is a need to bridge this gender gap, and this can only happen if we bring more awareness of this profession to the general public and at the same time sensitize the male seafarers towards acceptance of women on board the ship as equals, giving due respect to their viewpoints and working well together as colleagues,” said Capt. K N Deboo, Anglo Eastern Maritime Training Centre director and principal.

These are tore significant recommendations in this booklet to obtain and secure gender diversity on board:

- The attitude and behaviour of the male seafarers can have a significant impact on the moral of female seafarers.

- Social interaction is inevitable need for human being and female seafarers should not be isolated.

- A secure cabin is a good heaven for male seafarers and privacy of women seafarers should be secured.

- Provision of security of sanitary napkins should be provided.

- Suitable size and types of shoes, clothes, boiler suits, r ain cots and harness for women should be available.

- Managers should focus on women’s physical capacity when they assign them for hard manual works and training.

- Bullying of females should be strictly banned.

- Significant measures should be taken by management to avoid sexual harassment and abuse.

- Direct/indirect gender discrimination should be avoided.

- Women could reach special medicine needed by females without consulting a male colleague as well as all types of special medicine for females should be available on board.

**Transformation Era**

The status of the women changes in different countries depending upon economic, social and cultural development level. An OECD Institute study namely SIGI (Social Institute Gender Index (SIGI) is the best source to make a resume of the woman’s right status covers situation of 160 countries covering developed, developing and under developed countries. The findings are;

- Social institutions can be a source of positive social transformation and empowerment.

- Discriminatory social institutions have a domino effect on a woman’s whole life cycle.

- Constitutional and other legal protections do not suffice to protect women’s rights and empowerment opportunities due to discrimination in social institutions.

- Data on gender equality has improved, but greater investments are needed to bridge the gap

- Gender equality needs the united voices and actions of a cross-section of actors. Public infrastructure, institutional mechanisms (including justice systems) and support structures often fail women and girls due to low prioritisation on political agendas and in public budgets.

**CONCLUSION**

Discrimination has a negative domino effect on the empowerment pathways of women and girls which seriously effects social improvement of society. Diversity is a significant tool to refrain discrimination.

Although there are some disadvantages of gender diversity, earnings of advantages are more beneficial. Taking some measures to embarrass these disadvantages, we can create a colourful and blissful life at sea.

We may avoid gender discrimination by positive practices and attitudes which are rather important than legislation. One of our aims should be to change the negative opinions old managers and shipmasters who could not adopt themselves into new posture of the world.

Social institutions can be a source of positive social transformation and empowerment for anti- discrimination. They should realize that encouragement of gender diversity is a crucial tool to achieve that.

Constitutional and other legal protections do not suffice to protect women’s rights and empowerment opportunities. It is rather important to change the minds of decision making, leading and managing people to understand and believe importance of gender equality.

**REFERENCES**

Anglo-Eastern, (2017). Gender Diversity, Towards Building and Maintaining a Diverse on Board Team (<http://www.maritimetraining.in/pdf/Gender_Diversity.pdf>)

BIMCO/ISF, (2016). Manpower Report, The global supply and demand for seafarers in 2015

Department for Transportation -UK, (2014). Seafarer Statistics, 2013 Statistical Release

(<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/275606/seafarer-statistics-2013.pdf>)

Campbell, K. and Minguez-Vera, A., (2008). “Gender diversity in the boardroom and firm financial performance”, Journal of Business Ethics, Vol. 83 No. 3, pp. 435-451.

Earley, P.C. and Mosakowski, E., (2000). “Creating hybrid team cultures: an empirical test of transnational team functioning”, Academy of Management Journal, Vol. 43 No. 1, pp. 26-49

Hambrick, D.C. and Mason, P.A., (1984). “Upper echelons: The organizations as a reflection of its top managers”, Academy of Management Review, Vol. 9 No. 2, pp. 193-206.Hurst, D.K.,

ITF, (2017). Woman Seafarers, http://www.itfseafarers.org/ITI-women-seafarers.cfm

Jianakoplos, N.A. and Bernasek, A,. (1998). “Are women more risk averse?” Economic

Inquiry, Vol. 36 No. 4, pp. 620-630.

Joshi, A., Liao, H., and Jackson, S.E., (2006). “Cross-level effects of workplace diversity on sales performance and pay”, Academy of Management Journal, Vol. 49 No. 3, pp. 459-

481.

Krishnan, H.A. and Park, D., (2005). “A few good women—on top management teams”,

Journal of Business Research, Vol. 58 No. 12, pp. 1712-1720.

OECD Development Centre (2015). Social Institute Gender Index (SIGI ) (<https://www.genderindex.org/wp-content/uploads/files/docs/BrochureSIGI2015.pdf>)

Rainbo org, (2016). Discrimination of Women Throughout the World) (<http://www.rainbo.org/discrimination-of-women-throughout-the-world/>)

Rust, J.C., and White, R.E. (1989). “Top management teams and organizational renewal”, Strategic Management Journal, Vol. 10 No. S1, pp. 87-105.

Salim Darmadi S., (2011).Board diversity and firm performance: the Indonesian evidence, Indonesia Corporate Ownership and Control Volume 8, 2011.

**DIVERSITY MANAGEMENT, PERCEPTION, ATTITUDES AND EXPERIENCES OF SEAFARER WOMEN**

Andra Nedelcu1), Mădălina Pencea1), Alecu Toma1), Cătălin Popa1)

[Andra.nedelcu@anmb.ro](mailto:Andra.nedelcu@anmb.ro), [madalina.pencea@yahoo.com](mailto:madalina.pencea@yahoo.com), [alecu.toma@anmb.ro](mailto:alecu.toma@anmb.ro), [catalin.popa@anmb.ro](mailto:catalin.popa@anmb.ro)

Corresponding author`s e-mail: andra.nedelcu@anmb.ro

***ABSTRACT***

*Multiculturalism is a general feature of today's crews and plays an important role. Approximately 70-80% of the world's commercial fleet has multicultural crews. Multicultural crews and a possible lack of common language have generated a growing concern of crew competence. The globalization has also led to major changes to ownership, because the shipping companies are growing internationally. Ideally, this could lead to a more organized training of professionals’ crews of all grades and nationalities. The paper present a study carried in Naval Academy this year. The scope of study is to identifying the perception of women regarding seafaring. The study was based on the analysis of 20 questionnaires applied to female students and graduates from two specializations: navigation and management engineering.*

**INTRODUCTION**

Multiculturalism is a general feature of today's crews and plays an important role. Approximately 70-80% of the world's commercial fleet has multicultural crews. Multicultural crews and a possible lack of common language have generated a growing concern of crew competence.

Furthermore, the globalization has also led to major changes to ownership, because the shipping companies are growing internationally. Ideally, this could lead to a more organized training of professionals’ crews of all grades and nationalities.

Nowadays, the maritime industry is one of the largest international industries with a vast and different need for technical, legal and administrative branches. The study shows that about 90% of the world`s trade is carried by sea. The sea offers many job opportunities, starting by design and building of ships, maritime environment resources for discover, maritime law, ports and harbor management and also administrative water resources.

Organizations like International Maritime Organization (IMO), International Transport Workers Federation (ITF), International Labour Organization (ILO) and other specific institutions started initiatives of women integration in the maritime industry sector and training opportunities to create and match specific needs of women in this industry. [1]

The International Maritime Organization (IMO), the UN specialized agency in charge of promoting safe, secure, environmentally sound, efficient and sustainable shipping through cooperation, launched the IMO Women in Development Program (WID) in 1989,aimed at expanding women’s capabilities in the maritime sector. The programme focused on equal access to maritime training through both mainstreaming programmes and gender specific projects(Tansey,2000).

1. **Background to study**

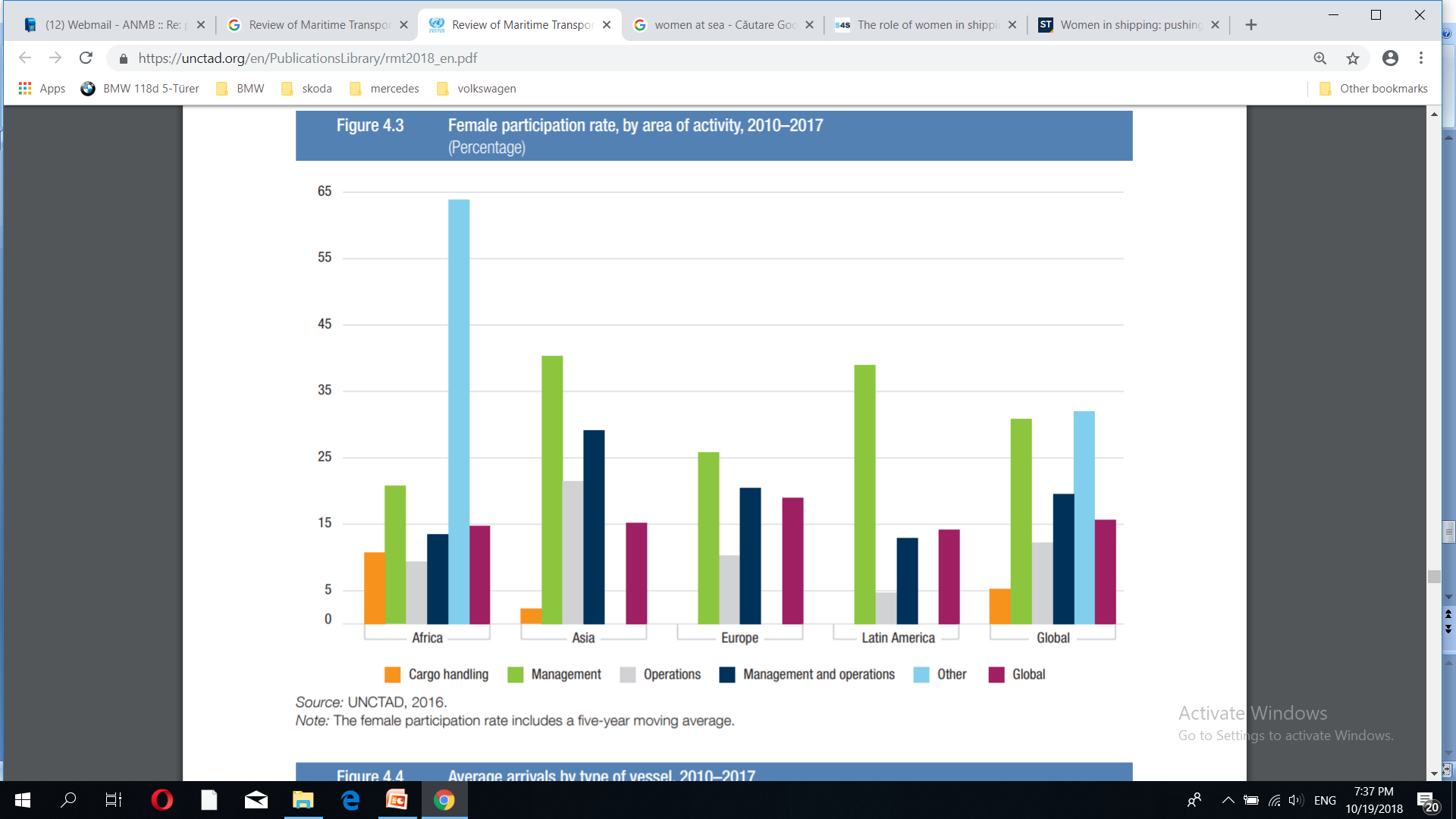
At the beginning, the Maritime Industry was accepted as a male dominated environment, and traditionally, the key role for women was as mothers and teachers of primary school children. Until two decades ago, women were seen onboard either in the hospitality department onboard passenger and ruise ships or sailing as wives of senior officers. Indeed, IMO noted that women are an ‘under-utilized and underdeveloped resource which could provide part of the solution to the problem of crewing the future world merchant fleets’ (IMO, 1997: 3).

In STCW 95 resolution 14, “Promotion of the participation of women in the maritime industry”, was presented the equal access of women in the seafaring profession and also promotes their greater participation in maritime training in all levels of maritime industry. A good job with a good salary encourage female to participate in the maritime industry.

The first woman at sea was the Russian Captain Anna Schetinina, which become the first female captain in 1935. She motivated other woman like Victoria Drummond from United Kingdom which serving as a marine engineer during the Second World War.

Diversity is “the range of values, attitudes, cultural perspectives, beliefs, ethnic background, sexual orientation, skills, knowledge and life experiences of the individuals making up any given group of people” (European Commission, 1998, p. 18)

Diversity refers to all aspects in which employees differ from one another. these include a number of visible personal characteristics such as gender, race/ethnicity, age, physical and mental ability, sexual orientation, needs, skills, work style , attitudes and so on. (See Figure 1) The proper management of these differences creates a positive organisation environment in which each employee feels valuable and valued, feels that his / her talent is being used to the full in achieving goals [8].



*Female participate rate, by area of activity, 2010-2017*

Figure 1. Female participate rate, by area of activity 2010-2017

1. Difficulties at sea

Women working in a non-traditional job may encounter special problems because of the fact that they are “women” in a man’s world.

For example, looking at seafaring, some man traditionally has gone to sea to get away from family and expect that their wives to stay at home and lock out for children and house. The view of woman is that they are more fragile than man. Sometimes, the ship is like a floating prison.

Shipping, however, is an international business and according to Sir Colin Southgate, chairman of the Royal Opera House “It’s very difficult to generalize; but I know that the mixture of male and female managers is good for a business” (York, 1999, p. 58).

Today, in the digitalized and automated world, where the hard job is mostly done by machines, an engineer woman on board ship can work as better as a man. We can affirm even better, if we take into consideration the fact that in case of Naval Academy “ Mircea cel Bătrân”, since 2000 when began to be accepted female as students, the graduating class leaders were mostly female, both in navigation and electromechanical engineering.

Woman experience

Avery small number of women serves on cargo vessels, most of them serve on passenger vessels. In general, the woman chose the vessels which have high standards to the detriment of those with poor conditions. In a study of Seafarers International Research Centre’s about the women seafarers employed on cargo ships in 1998 [2], present that woman feel all the time watched and compelled to work to the limits of their endurance by her male shipmates. Many women seafarers’ thing and feel that they have to work harder and take more tasks to prove their ability.

Also, the men have to prove their ability when they are onboard of ship. But, sometimes, the test they have to pass is shorter and much easier than comparative to women. The male affirm that it takes them “a few hours” to be accepted by the crew and ship mates, comparative to women which they need “ a few days” to be able to communicate and socialize with their crew [3].

Sometimes, women are paid different even if they are doing the same work as the male colleagues. In other country, maritime education and training are not available and approved for women at nautical courses. There are ship owners which won`t employ women on board. Workings in a world predominantly cover by men and sometimes hostile, the women have to confront discrimination, bullying and violence on board ship. [4-5].

Seafarer women must be prepared physically and emotionally to overcome all kinds of obstacle and challenges that could came in this male-dominated profession. [6-7]

A gender diversity is founded on the premise to create a productive environment in which everyone feels that they are valued and their talents and skills are being used optimally, and that this contributes to meeting the organization’s goals.[9]

1. Perception of woman working as seafarer

The paper present a study carried in Naval Academy this year. The scope of study is to identifying the perception of women regarding seafaring. The study was based on the analysis of 20 questionnaires applied to female students and graduates from two specializations: navigation and management engineering. This represents 20% persons which have questioned from a total of 100 women students at navigation and management engineering at that date. The target group was chosen randomly to obtain different results and was anonymous.

The test included question regarding location, age, nationality and maritime studies until this moment of interviewed persons. Also, the test have question regarding family tradition in the maritime industry, social status and family view regarding the seafarer profession. The test also have question where the person could choose one than one answers regarding the reason for choosing maritime profession, problems in the seafaring career, the ease in which they can find a job and the motivation.

Regarding the region, half of the people interviewed were from Constanta country and half from other countries from Romania. During the study, most of the respondents (95%) were aged between 20 and 24 years. There were only Romanian female students included in the interview at that date. A fairly high percentage, 60%, had relatives working in the maritime industry. Most of them have the father working in maritime field, than the mother, but this was not a stop to being encouraged to choose a seafarer job (65%). None of the interviewed women are married.

Results

Regarding the motivation for choosing job, the main motivation is represented by the financial part (60%), and then the income (20%). The lass motivation factor to join seafaring is to continue the tradition. Most women (43%) believe they are discriminated against men and are not regarded as good workers from an equal perspective, followed by difficulties in operating mechanical equipment (25%), feeling of isolation (10%), accident risks (10%), fatigue (7%) and increased workload (5%) (Graphic 1).

Graphic 1. Types of problems

In conclusion, the results of the study show that the highest percentage of respondents believes that the main motivation for choosing jobs in shipping are, placed in the order of influence, the financial part, on first place, followed by the income and attraction to the sea or to marine profession. Family encouragement or the intentions to continue the tradition are less important factors of influence for choosing a maritime career. The most likely to happen problems in a seafarer woman career is the discrimination against men and sexual harassment, followed by difficulties in operating mechanical equipment, accident risks, isolation, fatigue and increased workload. The sexual harassment, abuse and bullying are the key issues women seafarers will face on board. The mistreatment faced by women, especially when they are in the lower ranks and younger, was the same with that experienced by some vulnerable men and ethnic minorities on board. According to the European Directive, harassment is a form of discrimination when an unwanted conduct takes place which has the purpose of violating the dignity of a person and of creating an intimidating, degrading, humiliating, hostile or offensive environment.

CONCLUSIONS

Seafarer women represent a strategic human resource in seafaring that can resolve the problem of world seafarers’ shortage. Diversity is the range of values, attitudes, cultural perspectives, beliefs, ethnic background, sexual orientation, skills, knowledge and life experiences of the individuals making up any given group of people, and the on-shore maritime industry can benefit from the presence of women.

The conclusion can be done that maritime education and training institutions have to explain young people all merits of maritime profession and show possibility for them to find emotional attractiveness and realization of their interests if they choose to pursue a maritime profession.

**REFERENCES**

M.C. Romero Lares, A Case Study on Gender Equality and Women´s Empowerment Policies Developed by the World Maritime University for the Maritime Transport Sector, the International Journal on Marine Navigation and Safety of Sea Transportation, Volume 11, Number 4, December 2017;

M. Zhao, Women seafarers in the EC, Seafarers’ International Research Centre, Cardiff, 1998.

\*\*\*, The Impact on Seafarers’ Living and Working Conditions of Changes in the Structure of the Shipping Industry, JMC/29/2001/3 Report, Geneva, 2001, pp. 79- 80.

http://www.itfseafarers.org/ITI-womenseafarers.cfm.

www.dockers-seafarers.org/news/womenseafarers-spotlight-jakarta-meeting

M. Magramo, G. Eler, Women Seafarers: Solution to Shortage of Competent Officers?, International Journal on Marine Navigation and Safety of Sea Transportation, Vol. 6, No. 3, 2012, pp. 397-400, 2012.

\*\*\*, Women Seafarers, International Transport Workers' Federation available at <http://www.itfseafarers.org/ITI-womenseafarers.cfm>.

Dr Kate Pike, Emma Broadhurst, Dr Minghua Zhao, Dr Pengfei Zhang, Amos Kuje, Nancy Oluoha, The Gender Empowerment and Multi-cultural Crew (GEM) Project Report, 2015 – 2016;

Gender Diversity Towards Building and Maintaining a Diverse Shipboard Team

Pencea Mădălina, Proiect de diplomă- Proiectarea voiajului unei nave de mărfuri generale de 4536 tdw pe ruta Santos- Kamsar (Guineea). Studiu privind influenta multiculturalității asupra transportului de mărfuri în domeniul naval.

**DIVERSITY MANAGEMENT IN THE MARITIME DOMAIN INCLUDING SECOND GENERATION GENDER BIAS**

Capt.(N) Prof.Dr. Kalin Kalinov

Nikola Vaptsarov Naval Academy,

kalinov.ks@gmail.com

Assoc. Prof. Dr. Siyana Lutzkanova

Nikola Vaptsarov Naval Academ,

s.lutzkanova@abv.bg

**ABSTRACT**

*The article is part of a broad study on gender perspectives in male-dominated occupations. The reserached area is the maritime domain where the gender issue is only one aspect of an whole organisational employment and realisation process with very specific diversity management practices including different cultural premises, society and role perceptions in a relatively isolated working environment mostly at sea. The cultural self-awareness concept is used as a theoretical framework and implemented in regard to the gender perspective. The aim is to outline an approach proposal for a research on the main obstacles for women in the maritime domain depending on the specifics of our cultural self-awareness.*

**INTRODUCTION**

Over the years, the „culture concept” has undergone a long evolution characterized by multi-directional use of the main conceptual views. Extremely specific is the understanding of cultural self-awareness and its role in processes taking place in an environment where members have significant differences based on gender and national affiliation.

In this broad context the article focuses on the scientific issues of cultural and gender adaptation. It presents the conceptual framework of a broader study and presents the basic models of the processes taking place in the organizations and the possibilities for their control. Furthermore, it touches upon the gender perspectives in the current environment that is necessary to define when evaluating role differences in a strongly gender defined working environment like the maritime one- being civilian or military- until recent times dominated by men especially on management or leading positions.

**APPROACHING THE GENDER PERSPECTIVE IN THE SECOND GENERATION GENDER BIAS**

A gender system exists in every society. It consists of all the notions of male and female that exist in a certain place at a certain time and all the consequences as regards who does what, who decides what, and how we perceive ourselves and one another, collectively and individually. Ideas and stories about sex/gender pervade our thinking and determine not only our sexuality and family life but also the labour market, politics, religion, law etc. Gender is a term that identifies a specific aspect of all human life. Gender is about sexuality and the labour market, processes and structures, science criticism and gender equality, culture and social organization, what exists and what might exist. It is about power and resources and figures of speech, body and soul, individuals and groups; about whether, and if so how, one gender is superior to the other and how such a situation has arisen and been reproduced.

Two distinct terms were coined in women’s studies at an early stage: “sex” and “gender”. The purpose of distinguishing between these two concepts was to emphasize the difference between biological and social sex. However, it has proved difficult to maintain this distinction. In France, in particular, it has often been pointed out that biological sex can only be understood with the help of our conceptions of it. According to some researchers one term – sex or gender – is enough, while others use both. However, all researchers share an interest in the cultural construction, the ideas, facts and values that it involves, and its functions and effects. (Gender Studies-A Summary, The Swedish Research Council’s Committee on Gender Research, available at <https://www.vr.se/download/18.6a9398491107cea06a580003155/1340207556565/Gender_Studies.pdf>.)

It is therefore a wide-ranging and complex discipline. All gender researchers cannot know everything about gender, and many of them are not interested in gender studies outside their own subject. The purpose of interdisciplinary gender studies is to understand gender from as many different viewpoints as possible. The knowledge obtained from interdisciplinary gender studies can also be used to improve understanding of problems in other disciplines.

So we concentrate on the gender perspective in regard to the maritime profession. Civilian or military –it is traditionally mens dominated sphere with all the consequences-low interest of young women in maritime education, respectively men’ dominated educational environment that causes discrimination because of the sex, persisting denial to accept and tolerate women including fabrication of a sayings that women bring bad luck onbard of a ship and other similar artificially created perceptions even in higly developed countries with liberal political and economic system.

Integrating women in maritime industry and in other spheres like the armed forces, particularly the naval forces, started relatively late according the beginning of the gender theory and gender streaming in the socio-political science in the late 60s. Meanwhile, we have to point out that those efforts got an impressive success. IMO’s programme on the Integration of Women in the Maritime Sector (IWMS) has a primary objective to encourage IMO Member States to open the doors of their maritime institutes to enable women to train alongside men and so acquire the high-level of competence that the maritime industry demands. The IWMS programme includes but is not limited to, strengthening national and regional capacities through gender-specific fellowships; facilitating access to high-level technical training for women in the maritime sector in developing countries; and facilitating the identification and selection of women by their respective authorities for career development opportunities in maritime administrations, ports and maritime training institutes.

Regional harmonization has been a second key priority under this programme, resulting in the establishment, through IMO support, of seven regional associations for women in the maritime sector across Africa, Asia, the Caribbean, Latin America, the Middle East and the Pacific Islands. Access to these regional networks have provided members with a platform to discuss gender issues; a golden thread of worldwide maritime communication and improved implementation of IMO instruments.

IMO continues to support the participation of women in both shore-based and sea-going posts, in line with the goals outlined under the United Nations Sustainable Development Goal 5: "Achieve gender equality and empower all women and girls", under the slogan: Training-Visibility-Recognition.

The testimony of the first 28 years of IMO's gender and capacity-building programme is that empowering women fuels thriving economies, spurs productivity and growth, and benefits every stakeholder in the global maritime community. (see ​<http://www.imo.org/en/MediaCentre/HotTopics/women/Pages/default.aspx>).

Women's International Shipping & Trading Association (WISTA) is another international organization for women in management positions involved in maritime transportation business and related trades worldwide.

The NATO Committee on Gender Perspectives (NCGP) promotes gender mainstreaming as a strategy for making the concerns and experiences of both women and men an integral dimension of the design, implementation, monitoring and evaluation of policies, programmes and military operations.

By advising NATO’s political and military leadership, as well as member nations, on gender-related issues and the implementation of UNSCR 1325 and related Resolutions, the NCGP contributes to operational effectiveness in line with Alliance objectives and priorities. (see <https://www.nato.int/cps/su/natohq/topics_101372.htm>).

The common purpose of all these associations and organisations is to promote gender equity, education, training and career opportunities for women linked to maritime sector, gender equity, increase the cooperation and understanding through the exchange of knowledge and the dissemination of information.

So with that experience we are already in the so called „second generation gender bias”. Unlike first generation gender discrimination, which are intentional acts of bias against women, women in the current male-dominated working environment, such as the maritime is, are experiencing more camouflaged and hidden generation gender biases that reflects their careers and cause some obstacles to their working lives. According to researchers at the Center for Gender in Organizations (CGO), second generation gender biases are "work cultures and practices that appear neutral and natural on their face," yet they reflect masculine values and life situations of men who have been dominant in the development of traditional work settings. (Ozdemir, Albayrak,2014) These gender-biased dynamics exist in our culture, norms, and organizational practices and have direct impact on various processes of hiring women on maritime positions (promotion oppotunities, salaries etc.).

Second-generation bias does not necessarily produce direct, immediate harm to any individual (Ibarra et al 2013). It is more the environment and the context in which women meet difficulties to reach full realisation. Being adviced to take less responsibility because of other obligations (maternity leaves, family etc.), or because of purely physical reasons are the situations which reflect women’s working environment and eventually put them at a disadvantage (Ozdemir, Albayrak, 2014).

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.

**BASIC MODELS OF ORGANISATION’S PROCESSES AND CONTROL**

The gender perspective in the below presented diversity management specifics is only one aspect of an whole diverse organisational process in the maritime domain. Using the presented conceptual framework of self-awareness it will be adopted to the „gender aspect” in order to prove whether and to what extent the gender issue could be tackled in the specifics of our society and culture. 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 gender specifics. Before developing certain models for attracting and/or encouraging women to fully integrate in the maritime profession it is necessary to outline where the problems and obstacles are.

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. But the process of cultural self-awareness is the important aspect for the purposes of this study.

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. 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-consciousness is difficult to realize, as the culture of the individual is at the bottom of the subconscious level, and serious efforts are required to enable the individual to know and control his behavior in a way that takes into account the cultural specifics of others.

There are several levels of cultural self-awareness, each of them is determined by the way people perceive cultural differences. These levels are generally described as follows:

• **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”.

Cultural self-awareness means assuming both the positive and 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.

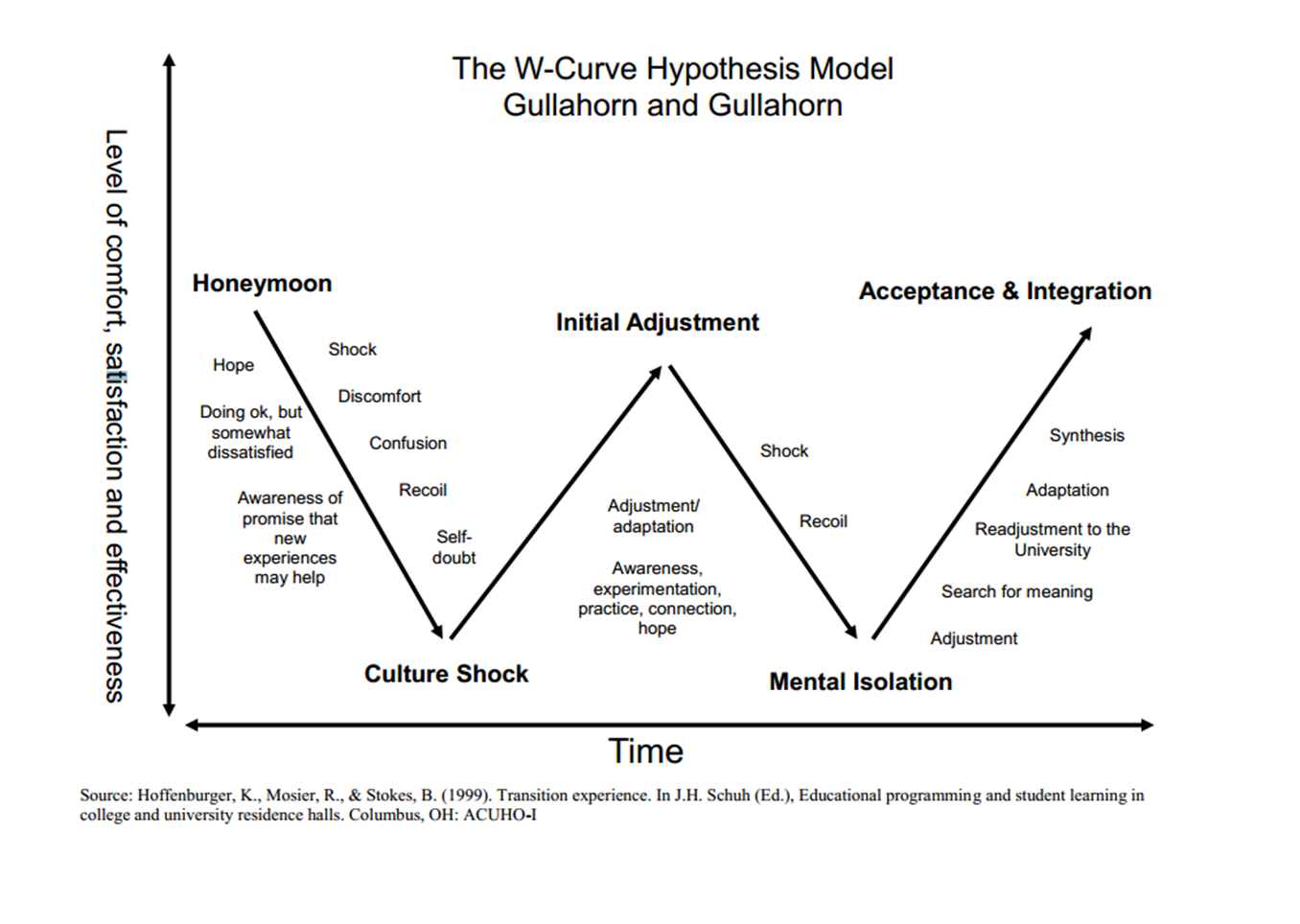
When faced with a foreign cultural environment, each person goes through a process of cultural adaptation. This process in the scientific literature is described by the so-called Lysgaards U-curvehypothesis, which tracks the processes of adaptation to a new culture. At a later stage, the model is further developed by Gulahorn and is presented as the W-model of social adaptation (Gullahorn & Gullahorn (1963) W-curvehypothesis). 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".



**Fig.1.** Graphic presentation of the W-model of Gulahorn's social adaptation.

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.

The factors that cause a cultural shock and deepen its symptoms are essential:

• **Stress.** Being in a new cultural environment is essentially psychological stress. Stress also provokes physiological reactions, such as heart rate increase and breathing (fight or flight response). Additionally there is weakening of the immune system;

• **Cognitive Fatigue** (difficult thinking). At the same time, in a new environment, human senses are mobilized vigorously with a view to rapid perception of differences and faster adaptation. Senses overload, the aspiration for everything new to be adopted quickly, lead to overload. These processes are especially tangible when, in addition to cultural differences there is a foreign language environment. In principle, the perception of reality is at the subconscious level. The quest for a cultural difference is to be seen as a process that leads to excessive emotional and intellectual effort. The so-called "burn out syndrome" appears. This is a condition characterized by specific symptoms and stages of development. The main aspect of this syndrome is the increased sense of intellectual, emotional and physiological exhaustion.

• **Role changes**. This condition falls under preservation of the status quo, but the change of role (duties). It is possible for the new crew to be assigned new, additional job requirements. The effect of tension due to the new tasks is growing with the change of the role in the family with a new one in the new crew team;

• **Personal shock**. It is caused by the collision with the value system. A typical example is the arrival of a European in an Asian cultural environment. Different views on various issues such as loyalty, openness and even corruption can seriously stress the European citizen.

As far as cultural adaptation problems are clearly associated with cultural shock, it is appropriate to point out some techniques for enhancing adaptive abilities and rules for intercultural communication.

Regarding adaptation abilities, it should be considered that they are a matter of education and depend heavily on both individuality and experience.

There are many techniques that directly support the adaptation process. It is appropriate to present some of them:

• **Preparation.** As a first step in the preparation phase, self-assessment should be done. Put another way - to answer the question, "Are we ready for life in an environment with another culture?". In doing so, one has to very well appreciate whether he/she has personal qualities such as autonomy, openness, communicativeness, tolerance. The experience in this connection, the degree of dependence on family and relatives, etc. should be evaluated. At a later stage, preparation should solve the question of how to organize the relationship with family and relatives, for what period and by what means. The individual should also be prepared on how they will meet all their needs, to get acquainted with the order and habits in the new environment and to know how to meet his/her needs for information, culture, entertainment, etc. The next step is to get to know the culture under the new conditions. Currently, Internet offers many sources of advice on the specifics of different nations' culture and behavioral recommendations. It is also appropriate for the individual to draw up a personal development plan during a stay in another culture. In any case, it is appropriate to consider free time except for entertainment, but also activities such as learning a foreign language, learning a new profession, developing specific new knowledge. In addition, we need to prepare for overcoming all ethnic and religious prejudices. If the individual is from a nation or race that is a common object of such prejudices, some sense of humor and joking would be helpful;

• **Transitivity.** Next, the individual should be aware of the manifestations of cultural shock and their consequences. Choosing a style of behavior, self-education in tolerance are very appropriate techniques. Perceiving reality with positivism is highly recommended. The use of communication rules and the setting of standards of conduct are of key importance.

• **Personal Relationships.** Communication in a friendship circle is the best anti-stress factor. Making and maintaining friendly relationships is a highly recommended technique. Considering that communication is always on the basis of a community, then the search for it should be done continuously, but not in a bothering way. Appropriate community communication features are common experience, artistic interests, hobby, sport and art. Deepening such issues should be avoided to an extent that may provoke annoyance or imply completely different exposures to his or her point of view. The ability to listen is of high importance. Expression of interest and recording of knowledge of the national traditions and history of the persons is also important as long as it is not subject to unnecessary comments and comparisons**.**

• **Social interaction**. In any case, the participation in the life of the team is tolerated. Respect for established traditions, respect for national and religious holidays is generally well received. Recording attention on a specific occasion and culture is a good way to integrate into the team. It is also good to generate traditions and holidays unobtrusively. For example, celebrating a national holiday with a traditional menu, offering a symbolic gift, etc. are suitable models for social interaction.

It should be noted that there are a number of tools that are largely independent from individual performance. These tools are associated with management styles practiced by the management. Without going into detail, it is worthwhile to note that practicing the bureaucratic style of management is a powerful model to minimize the effects of cultural shock. Of course, the possibilities of the target and the normative management styles should not be overlooked either.

**CONCLUSION**

The gender issue is presented in a broader context including cultural, social and personal self-awareness in the highly specific maritime working environment. The presented model of cultural self-awareness could be adopted to a variety of research guestions in order to outline the main obstacles for women in the second generation gender bias which put them at a disadvantage. The idea is to present respectively the level of gender self-awareness, to determine the main problems and milestones in the adaptation process of men and women working together and to what extent the presented essential factors that cause a cultural shock and deepen its symptoms are valid for gender problems as well. This is the basis for identifying the right fields for action and developing the appropriate training or educational approaches to tackle the problems.

**REFERENCES**

Özdemir P., Albayrak T. (2015) How to Cope with Second-Generation Gender Bias in Male-Dominated Occupations. In: Kitada M., Williams E., Froholdt L. (eds) Maritime Women: Global Leadership. *WMU Studies in Maritime Affairs*, vol 3. Springer, Berlin, Heidelberg.

Ibarra H, Ely J R, Kolb D (2013) Women Rising: The Unseen Barriers. *Harvard Business Review*, September 2013

<http://www.imo.org/en/MediaCentre/HotTopics/women/Pages/default.aspx>).

<https://www.nato.int/cps/su/natohq/topics_101372.htm>).

Gender Studies-A Summary, The Swedish Research Council’s Committee on Gender Research, available at <https://www.vr.se/download/18.6a9398491107cea06a580003155/1340207556565/Gender_Studies.pdf>.), accessed on 4.03.18

Gullahorn, J.T.,Gullahorn, J.E. (1963) An extension of the U-curve hypothesis. *Journal of Social issues*, 19, pp.33-47

**AN OVERVIEW OF STRATEGIES FOR A SUCCESSFUL DIVERSITY MANAGEMENT IN MARITIME**

Dr. Pınar Ozdemir, English Prep Department, Piri Reis University, Istanbul,Turkey [pozdemir@pirireis.edu.tr](mailto:pozdemir@pirireis.edu.tr)

Assoc. Prof. Dr. Taner Albayrak  
Faculty of Economics and Administrative Sciences  
Department of Maritime Business Management   
Piri Reis University, Istanbul Turkey [talbayrak@pirireis.eu.tr](mailto:talbayrak@pirireis.eu.tr)

**ABSTRACT**

Maritime sector is made up of male-dominated workplaces exposing some problems on women deriving from *gender differences. For this reason, it requires efficient diversity management practices which not only help the prevention of unjust treatment for women but also encourage them to participate in the sector as much as possible. A coherent and well-planned diversity management will both provide appropriate physical conditions for women and satisfy their mental demands. As a result, conditions enabling women in maritime sector to work in proper circumstances will help them realize their full potential and serve in the sector for a long time. Because of this, diversity management strategies should be examined and those meeting the demands of the sector should be applied to get better and long terms results. In this paper, the necessity for a good diversity management in maritime is proved by figures and diversity management strategies that seemed to enhance the women in maritime sector are discussed. This study is a theoretical one regarding the appropriate diversity management strategies for the women in maritime. Analysing the results of the application of these strategies to real situations is the subject of further studies.*

***Key Words:***

**INTRODUCTION**

In the globalizing and ever-changing world everything is becoming more and more diverse day by day. Workforce, which was once homogeneous and unvaried, is no exception. Today there is a diverse workforce; a workforce made up of people with different features such as gender, age, national, educational or cultural background.The variety of these differences at a workplace is called workplace diversity. Diversity means/requires acknowledging, understanding, accepting, valuing and celebrating differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual orientation and public assistance status (Esty, Griffin, and Schorr-Hirsh,1995).

Diversity brings variety to an organization since each member of an organization has his own characteristics. Each of them has a different way of working, different expectations, and a different way of interaction with the others. That means they all have different strenghts they can use for the benefit of the organization while they might also have some weaknesses that can harm the organization. A good manager is one who makes use of their strenghts for the benefit of the company and who makes the organization affected by their weaknesses the least. This is defined as managing diversity effectively which is the key to leveraging the advantages and minimizing the disadvantages of diversity in the workplace (Ingram, 2017).

Diversity management is far more important at workplaces where there is a striking dominance of a certain gender, race, class, ethnicity, cultural background or the like. Managers in such places must be more efficient in diversity management. Because managing diversity is more than simply acknowledging differences among people, it involves recognizing the value of differences, combating discrimination and promoting inclusiveness (https://www.essays24.com/Business/'Managing-Diversity-In-The-Workplace/27081.html).

**METHODS AND PROCEDURES**

Ever since diversity has been appreciated by organizations people tried to promote it, expanded training and other diversity programs, but most of them haven’t worked. They have used almost the same approaches since the 1960s—which often make things worse, not better. The methods used most are diversity training to reduce bias on the job, hiring tests and performance ratings to limit it in recruitment and promotions, and grievance systems to give employees a way to challenge managers. It is proved by statistics that a company gets less diverse not more if managers are required to go to diversity training, regulate their hiring and promotion decisions and put in a legalistic grievance system because forcing doesn't work. The positive effects of diversity training rarely last beyond a day or two, and a number of studies suggest that this kind of force-feeding can activate bias rather than stamp it out. That's why some changes should be made in diversity education. As social scientists have found, people often rebel against rules to assert their autonomy. They can't be motivated by being forced to get with the diversity programs and being punished if they don't. (HBR)

Above-mentiones strategies are those which have widely been tried ever since diversity management concerns arose. In the following part, effective strategies organizations should adapt to promote diversity are disscussed. These strategies may be on individual, group and organizational levels.

*Individual level strategies*: Diversity training is the most prevalent individual level intervention. minorities can be trained to adapt to norms and goals of the dominant culture and might target minorities. Majority can also be trained to adapt to the changing workforce. Some studies show that individuals have more favorable attitudes toward diversity initiatives when their work groups are more demographically diverse. (KOSSECK)

Diversity training can work to ensure diversity provided that the personnel is volunteer. Kokemuller suggests that, to make diversity work, companies typically need to offer some diversity training and proactively manage the workplace to promote tolerance and acceptance of differences. Cultural awareness and sensitivity training are the two common general components in a diversity training program (Kokemuller, 2017).

The importance of education is also pointed out by Green et al.( 2015), who said management tools in a diverse workforce should be used to educate everyone about diversity and its issues, including laws and regulations.(Green et al,2015)

Shen emphasized that one of the preconditions of a successful diversity training is the effective integration of diverse group members. This requires high quality diversity awareness training. Awareness training builds a common understanding of the value of diversity, assisting in building social cohesion so that it improves individual and organizational outcomes (Shen et al, 2009). Rynas and Rosen stated that diversity training is important besides positive top management beliefs about diversity, high strategic priority of diversity relative to other competing objectives, presence of a diversity manager and existance of a large number of other diversity supportive policies, and for the success of diversity training, top management support is very important(Rynas and Rosen, 1995).

According to the findings of them, after a diversity training program, while 75% of respondents state trainees leave diversity training with positive diversity attitudes, only 9% believed trainees enter with favorable attitudes. Similarly, 68% believed that employees are skeptical prior to training, whereas only 7% reported skepticism after training. Importantly, these were HR managers’ estimates rather than actual measures of attitude change. Training success was also correlated with managerial mandatory attendance and rewards for increasing diversity, long-term evaluation of training results and defining diversity broadly. Despite these positive perceptions, this same study found that only one-third of organizations viewed diversity management training efforts as having lasting change. Others have been unable to document the advantages of diversity training (MacDonald, 1993).

Despite their benefits, training programs have some drawbacks. One reason training may havelimited impact is that most training programs reinforce norms, values and perspectives of the dominant organizational culture; the focus is on helping members of the non-dominant group to adapt to the majority (Tung, 1993). Another reason is that the training, itself, maynot incorporate what we know about transfer of training. The training context maybe different enough from the ongoing work context, so as to make it difficult for trainees to exhibit behaviors similar to those learned in training (Ford & Fisher,1996). A third reason may relate to insufficient skill levels of diversity trainers. Regardless of whether a person tended to be a high or low prejudiced person, her research suggests that cognitive change is most likely to occurin training situations when social desirability demands are low.

The effects of college recruitment programs is striking. According to HBR, five years after a company implements a college recruitment program targeting female employees, the share of white women, black women, Hispanic women and Asian-American women in its management rises by about 10 % on average.

Mentoring is another strategy targeting change at the individual level. Here a successful senior mentor is matched with a more junior woman or minority, with the objective of enabling under-represented demographic groups to move through ‘glass ceilings’ – the traditional, invisible barriers to advancement (Ragins, 2002;Thomas & Gabarro, 1999).

**E**ngaging managers in mentoring may chip away their biases. While white men tend to find mentors on their own, women and minorities more often need help from formal programs. These programs make companies significantly more diverse and boost the representation of minorities.

Wood (2000) notes that behavioral influence strategies are more effective in changing attitudes when they involve participation in public acts that are designed to alter the social definition of an object. These influence strategies can be more effective in shifting relevant privately held attitudes by focusing on changing the meaning and definition of an object instead of focusing on only changing attitudes toward an object. For example, using ‘affinity group celebrations’ as an example of an object, having Hispanic–American employees design activities for an Asian–American affinity month (Jackson, 2002), rather than simply exposing them to announcements about the importance of affinity activities or cultural facts, illustrates one method that could be used to change definitions.

*Group level strategies:* Engagement with other people helps a lot to individuals because experiences show that people have a strong tendency to correct dissonance by changing either the belief or the behaviour. It is called cognitive dissonance in psychology (when someone's beliefs and behaviourare out of sync, that person experiences it and have a tendecy to correct dissonance changing either the belief or the behaviour.) When managers actively help boost diversity in their companies, something similar happens: they begin to think of themselves as diversity champions. (HBR)

Forming identity-based networking groups, which are formal or informal associations of employees with common group identities can be useful in promoting diversity. Friedman (1996) notes these separate affinity 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. (Kosseck)

There is evidence showing that contact between groups can lessen bias. Business practices that generate this kind of contact across groups get good results. Self-managed teams are one of the ways of providing this. These teams allow people in different roles and functions to work together on projects as equals. Working side-by-side breks down streotypes, which leads to a more equitable hiring and promotion. There is evidence that the percentage of women in management rose byy 3 % in five years in the firms that created their self-managed work teams. (HBR)

Cross-training**,** rotating trainess through departments, is another way to increase contact. It not only helps people to try various jobs and deepen their understanding of the whole organization but also has a positive impact on diversity because it exposes both the department heads and trainees to a wider variety of people.

Self managed teams for core operations and cross training are already available in many organizations in the US and they are proved to be useful. They have had more positive effects than mandatory diversity training, performance evaluations, job testing and grievance procedures, which are supposed to promote diversity.(HBR)

*Organizational level strategies:* Involvement of top management is important in the success of organizational level diversity strategy. A strategy targeting organizational change for diversity should focus on organizational culture change to create a work environment that nurtures teamwork, participation and cohesiveness – characteristics of a ‘collective’ (versus individualistic) organizational culture. when a critical mass of senior executives were involved in supporting diversity efforts such as mentoring, or recruitment of minorities for top jobs, organizational diversity and upward mobility efforts were easier and more effective.(Thomas and Gabarro,

On the other hand, it is seen that companies get better results when they ease up on the control tactics. It’s more effective to engage managers in solving the problem, to expose them to people from different groups by increasing their on-the-job contact with female and minority workers, and to encourage social accountability for change.( the desire to look fair-minded )(HBR)

Another tactic to promote diversity is social accountability. People are responsible for the decisions they give and the possibility/obligation of discussing their decisions with peers forces them to give fair decisions. In this sense, transparency is a way to provide diversity. When people know they might have to explain their decisions, they are less likely to act on bias. For example, if a company posts each unit's average performance rating and pay rise by gender, unfairness regarding promotion and pay rise may be prevented. Another way to promote social accountability is **diversity task forces** which are made up of department heads and members of underrepresented groups. They look at the diversity numbers both for the whole company or the smaller units and come up with solutions to prevent any problems they encounter. Accountability theory suggest that having a task force member in a department will cause mangers in it to ask themselves, "Will this look right?" when making hiring a promotion decisions. (Cases reported by Emilio CAstilla of MIT Sloan School of Management and Douglas McCracken, CEO of Deloitte's consulting unit)

Task forces, which are cheap to form, both promote accountability and engage members who might have previously been cool to diversity projects and increase contact among women, minorities and men who participate.

Organizational change takes time and requires good leadership. The business case for diversity suggests that a diverse workforce and a supportive culture can bring about increased creativity. A diverse workforce, then, becomes a source of competitive advantage for firms that strive to achieve a high level of innovation. (Kossek, Lobel and Brown).

**Gender Diversity in Maritime**

Maritime is a working environment with the dominance of the male, so maritime is one of the sectors where diversity management is of higher importance.

Women form 39.3% of the workforce globally. This percentage is quite good when compared with the percentage in maritime because women working in maritime industry is much lower. The IMO report of 1992 stated that women accounted for only one to two percent of the 1.25 million seafarers in the world. Their low number, which is about 23,000 worldwide, means that women can be subject to discrimination and harassment (Women Seafarers, 2013).

On the other hand, given the predicted shortage and of navigation officers and engineers in the shipping industry as a whole, women would appear to be an underexploited labor source. Companies employing women consistently referred to the quality and commitment of female staff and general benefits of having a more gender balanced shipboard workforce. Despite women's positive track record in this area, some companies have reservations about the ability of women to supervise mixed nationality crews (Belcher, 2003).

Women can face discrimination even getting into seafaring work. In some countries, for example, maritime education and training institutions are not allowed to recruit women to nautical courses. Even once trained, they may have to face prejudice from ship owners who won't employ women. Women Seafarers, 2013). Women in maritime department reported difficulty in being initially accepted by their male colleagues and often find that they have to work particularly hard to "prove themselves" as willing and capable occasionally in quite hostile circumstances. However over time and as a result of their efforts, women are generally able to integrate themselves into crews and become accepted and appreciated by their colleagues (Belcher et al, 2003)

Once employed, women seafarers may also face lower pay even though they are doing work equivalent to that of male colleagues. Women may also be denied the facilities or equipment available to male workers, which is a form of discrimination. Although these are issues for many workers, they can be a particular problem if you are employed at sea, where you are isolated from family and friends and other sources of support (Women Seafarers, 2013).

Some of these challenges female maritime personnel face are listed below:

1. Not being able to rise to the top positions;

2. Not getting the same salary as the men in the same positions;

3. Having to work more than the men to be promoted;

4. Being employed in restricted areas or in the areas they are not educated for;

5. Being given less on-the-job training opportunities;

6. Not having a strong network, as the men have;

7. Not having the solidarity and network due to the insufficient number of women in the sector, so not getting the benefits of them, as the men do;

8. Insufficient mentorship opportunities to integrate women into the field;

9. Not being able to perform organizational citizenship behaviours as much as men can, due to the fact that they are primary caregivers in the family; and

10. Suffering from work overloads and time management problems (Ozdemir and Albayrak, 2015).

Although there may be more positive or negative attitudes towards women, these challenges are worldwide and even companies employing women reported the need of gender-related policies protecting women seafarers onboard ship (Belcher et al 2003).

All the units of maritime industry, whether they are ashore or afloat, require an efficient diversity management. Diversity in maritime can be caused by cultural, national, religious, or educational differences, but the most important reason, which also constitute the main argument of this study, is gender difference.

That is why there is a need to bridge this gender gap, and this can only happen if we bring more awareness of this profession to the general public and at the same time sensitize the male seafarers towards acceptance of women on board the ship as equals, giving due respect to their viewpoints and working well together as colleagues (Deboo, K.N.2018) WISTA

To overcome the problems caused by gender diversity a good leadership is necessary. All these problems can be avoided if the people in managerial positions can manage diversity effectiely. They need to create an atmosphere of respect for everbody no matter what their gender is.

The gender of the students in maritime academies affect their thoughts on gender diversity and bias. On the other hand cultural bias are also effective in the formation of bias towards the role of the women in maritime. Because in our culture maritime related jobs are not accepted as suitable to the women. Only way to overcome the bias against women is the education and training. Women in maritime sector can have better conditions and have equal opportunities as men by the help of education and trainin given not only those working on board ships but those working in all branches of maritime sector(Koca, 2015).

**What can be done in maritime?**

It goes without saying that there is a gender discrimination in maritime as in other gender-dominated jobs. Something should be done to help women cope with the hardships caused by working in a male dominated job, which is a bit harder than other jobs of similar features because of hardships of being on an isolated place which is on board a ship.

The first thing to be done should be to convince the staff in managerial positions that there needs to be an effective diversity management in the organization, if the demand for a change didn't come from that position of course. Than individual, group and organization level strategies can be adapted.

The first thing to be done should be giving diversity training to all parties concerned. It is important that the male staff should also take this training because adaptation to changing conditions is something that related to them, too.

Second step should be adapting mentoring and e- mentoring for the women in maritime. They need role models and they need to counsel somebody more experienced and wiser than themselves. Finding a mentor may not be possible for all the women concered, so it must the job of the organization to get the mentors and mentees together. Another thing which is important in maritime is e-mentoring since it is not always possible for the mentees to get in touch with their mentors so easily as their counterparts working on shore. E-mentoring is the only solution for them to get in touch with their montors whenever they need.

Another strategy might be engaging managers in recruitment programs so that they get in touch with the women more and appreciate their skills and competence better. This may then give way to lessen the bias against women help women get higher and better positions, positions they deserve.

Some steps can also be taken at group level such as self managed teams and cross-training**.** These may help women officers increase contact with the other employees in the sector and leave a positive impact on them since they require rotating women officers in different departments. Self-managed teams are also important. Because these teams allow people in different roles and functions to work together on projects as equals. Working side-by-side breks down streotypes, which leads to a more equitable hiring and promotion.

The last step to be taken should be taking measures at the organizational level. At this level, transparency should be provided. That means all the decisions concerning important issues, such as salary or promotion should be transparent so that unfairness on these points can be prevented. When people know they might have to explain their decisions, they are less likely to act on bias. Also, diversity task forces which are made up of department heads and women working in the organization can be formed. They try to find solutions to prevent any problems they encounter together. Because they work together with the women who are minority in the organization they will be extra carefull in their decisions concerning the women theyy work together with.

**CONCLUSION**

As in all organizations, diversity management is important in maritime. Managing it effectively by integrating women in seagoing jobs will increase the performance of related units in the sector. Women have many features to contribute to the success of all the organizations they work at. Maritime is no exception. Their presence will enhance creativity, problem-solving and communication in the organization. Some steps should be taken to provide the organizations with the positive ontributions of the women at the individual, group and organizational levels.

**REFERENCES**

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

Capt. K. N. Deboo, Anglo-Eastern Maritime Training Centre Director and Principal, http://www.wista.net/en/news/news/news\_id,2614/gender-diversity-handbook

Esty, K., Griffin, R. and Schorr-Hirsh, M. (1995). Workplace diversity. A managers guide to solving problems and turning diversity into a competitive advantage, Avon, MA: Adams Media Corporation.

Green, K., Lopez M., Wysocki, A., Kepner, K, Farnsworth D., Clark J.L. 2015, Diversity in the workplace: Benefits, Challenges and the required Managerial Tools, Food and Resource Economics Departmant, UF/IFAS Extention, University of Florida. http://edis.ifas.ufl.edu/hr022 Access date 22.02.2018

Koca, Y.N. 2017. Denizde Cinsiyet Ayrımcılığı ve Önyargısı: Barbaros Denizcilik Yüksekokulu Öğrencileri Üzerine bir Araştırma. Çalışma ve Toplum Dergisi. 2015/1. pp.151-176

Kokemuller, Neil, 2017, What Is Diversity and How Does It Impact Work? http://smallbusiness.chron.com/diversity-impact-work-15985.html

Kosseck, E.E., Lobel, S., Brown J. (2006) *Human Resource Strategies to Manage Workforce Diversity Examining ‘The Business Case’, SAGE Publishing, pp.53-74* Available from: <https://www.researchgate.net/publication/275714534_Human_resource_strategies_to_manage_workforce_diversity_Examining_the_business_case> [accessed Mar 04 2018].

Ingram, David, 2017, Advantages and Disadvantages of Diversity in Workplace <http://smallbusiness.chron.com/advantages-disadvantages-diversity-workplace-3041.html>

Rynes, S. and B. Rosen, (1995), 'A field survey of factors affecting the adoption and perceived success of diversity training', Personnel Psychology, 48(2): 247-270.

Shen, Jie, Chanda, Ashok, D'Netto, Brian, Monga, Manjit. 2009. Managing diversity through human resource management: An international perspective and conceptual framework. The International Journal of Human Resource Management, 20(2): 235–51

Thomas, D., & Gabarro, J. (1999). *Breaking through: the making of minority executives incorporate America.* Boston, MA: Harvard Business School Press.

**CHAPTER II**

**GENDER EQUITY PROBLEMS IN MARITIME**

**AND**

**COPING WITH THEM**

**ENHANCING QUALITY IN HIGHER EDUCATION THROUGH INTERNATIONAL COLLABORATION: PROJECT MENTORESS[[1]](#footnote-1)**

Dr. Pınar Ozdemir,

English Prep Department,

Piri Reis University, Istanbul,Turkey [pozdemir@pirireis.edu.tr](mailto:pozdemir@pirireis.edu.tr)

Assoc. Prof. Dr. Taner Albayrak  
Faculty of Economics and Administrative Sciences  
Department of Maritime Business Management  
Piri Reis University, Istanbul Turkey [talbayrak@pirireis.edu.tr](mailto:talbayrak@pirireis.edu.tr)

**MENTORESS** (Maritime Education Network To Orient and Retain (Women) for Efficient Seagoing Services) – (Erasmus + KA2 – 203 Strategic Partnerships for Higher Education)

**ABSTRACT**

*Education and training are vital to the development and success of today's knowledge society and economy. The EU's strategy emphasizes countries working together and learning from each other and supports programs to realize this. To this end, Erasmus Programme, which is part of the European Commission's Education Programme, funds a wide range of actions to improve the quality of education and training systems. PRU (Piri Reis University) has been developing innovative MET (Maritime Education and Training) solutions since its foundation in 2008 under the EU Educational Programmes to create a culture of quality and value people. This paper intends to introduce a new EU Project planned to equip the women with complementary qualifications to cope with the hardships they face in maritime, which is a male-dominated multi cultural environment. The main objective of the project is to determine what can be done and how these can be integrated into leadership and management programmes at the universities.*

***Keywords****: Higher education, Innovation, Research projects, Leadership and management, Women leaders*

**INTRODUCTION**

Research is an effective means of underpinning further and higher education programmes, developing and motivating staff, establishing working relationship with industry and commerce and developing independent and self-learning while preparing students for the future (Albayrak and Ziarati, 2010).

Universities are the places where people are trained not only for their future professions but also for life. During their university education, people learn a lot of things related or not related with their chosen field of study. This process prepares them for their future and the more they are equipped with education and training necessary for the life the more successful they are likely to be. In this paper, we will introduce a study planned to equip the women with complementary qualifications to cope with the hardships they face in maritime, which is a male-dominated environment. Our main objective is what can be done and how these can be done to realize this aim at the universities.

Although it is a universally accepted fact that women and men can work at every job together, some jobs are male-dominated while some others are female-dominated. Each part has its own features to be preferred or not by a certain gender. In gender-dominated jobs, it is hard for the opposite gender to be accepted, succeed or excel.

In comparison, the situation of women working in male-dominated jobs is harder than that of man doing vice versa. Sometimes, due to historically ingrained attitudes toward women and established gender biases, some jobs are held by an overwhelmingly high percentage of men, making it difficult for women to advance, let alone break in. To a guy looking for a job, this isn’t necessarily a bad thing (Gold, 2011).

Maritime shipping is an overwhelming means of allowing economic resources to be transported and hence a major facilitator for economic development worldwide. The global economy is built on integrated supply chains that feed components and other materials to users just before they are required and just in the right amounts. If the supply chains are disrupted, it will have repercussions around the world, profoundly affecting business confidence (Albayrak, 2007).

Safety of life at sea, the marine environment and over 90% of the world’s trade depends on the professionalism and competence of seafarers. It has been reported that over 80% of accident and incidents are due to human error. A close investigation of casualty analyses particularly focusing on the causes of accidents clearly indicates that standards are not applied correctly and when human factor issues are studied carefully there are omissions in the leadership and management education and training programmes received by the seafarers involved in accidents (Albayrak, 2011).

Today development of Maritime Education and Training (MET) system is a dynamic process under the pressure of rapidly improving maritime technology. Technological developments will almost certainly continue to create the potential for innovation in international shipping, but creating the conditions required to capitalize on the human resources is likely to demand new ways of thinking, new ways of working, and a new framework for understanding reality (Albayrak, 2011). Therefore integration of increasing number of women in the seagoing services has great importance for effective human resources management in the shipping sector.

While many businesses operated by women entrepreneurs are in traditionally female dominated occupations, women are also broadening their participation in non-traditional fields such as maritime businesses. Although there are only few women holding top management positions in the different sectors of the maritime industry, the world of maritime has significantly changed in the recent years and it is no longer all male (Albayrak et.al,2009).

However, shipping sector of the Maritime Business is still one of the jobs, which is male-dominated. Women make up only an estimated 2% of the world's seafaring workforce. Their low number, which is about 23,000 worldwide, means that women can be subject to discrimination and harassment (Women Seafarers, 2013).

Women can face discrimination even getting into seafaring work. In some countries, for example, maritime education and training institutions are not allowed to recruit women to nautical courses. Even once trained, they may have to face prejudice from ship owners who won't employ women. Once employed, women seafarers may also face lower pay even though they are doing work equivalent to that of male colleagues. Women may also be denied the facilities or equipment available to male workers, which is a form of discrimination. Although these are issues for many workers, they can be a particular problem if you are employed at sea, where you are isolated from family and friends and other sources of support (Women Seafarers, 2013).

On the other hand, the promotion of gender equality has been a goal of the United Nations (UN) and its specialized agencies, so policies to foster the advancement and empowerment of women have been on the

agenda of several international organisations, governmental agencies and nongovernmental organisations in the last decades. As a result, the number of female alumni graduating from WMU (World Maritime University) and IMLI (International Maritime Law Institute) began to increase, and consequently these women began to take up positions as managers, administrators, policy advisers and educators in the maritime field worldwide (Frohold, Williams and Kitada, 2015).

Despite this, the fact that maritime is a male-dominated job is reflected in the student body of the maritime faculties at universities like all the faculties educating students for male-dominated jobs. The number of female students in maritime related departments is very low. There are 13 programs leading to bachelor degree and 27 programs leading to associate degree in maritime in 37 universities in Turkey as of 2015 figures (Oruç, 2015). To prove the small number of female cadets preferring these schools, a comparison between the number and percentage of female cadets and male cadets at maritime related departments in all the universities in 2016 is made. It is shown in Table 1 (YOK Lisans Atlası, 2016).

Table 1. Comparison of Male and Female Cadets in Maritime Related Departments (2016)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Department | Female | | Male | | Total | |
| Number | % | Number | % | Number | % |
| Maritime Trans. Eng. | 56 | 9 | 575 | 91 | 631 | 100 |
| Marine Engineering | 11 | 4 | 303 | 96 | 314 | 100 |
| Maritime Business Management | 134 | 29 | 329 | 71 | 463 | 100 |
| Total | 201 | 14 | 1207 | 86 | 1408 | 100 |

As seen in the table, the number of female cadets in maritime related departments of the universities is quite low. That means female cadets go from male-dominated classrooms to male-dominated work places. In other words, they start to experience the challenges of male-dominated settings as early as they start the university. The only difference is that they are worse in worklife. In some cases, the hardships may be so unnerving and backbreaking that female personnel change their mind about working onboard ships or if they start working they want to go to ashore units to work as soon as possible.

Some of these challenges female maritime personnel face are listed below:

1. Not being able to rise to the top positions;

2. Not getting the same salary as the men in the same positions;

3. Having to work more than the men to be promoted;

4. Being employed in restricted areas or in the areas they are not educated for;

5. Being given less on-the-job training opportunities;

6. Not having a strong network, as the men have;

7. Not having the solidarity and network due to the insufficient number of women in the sector, so not getting the benefits of them, as the men do;

8. Insufficient mentorship opportunities to integrate women into the field;

9. Not being able to perform organizational citizenship behaviours as much as men can, due to the fact that they are primary caregivers in the family; and

10. Suffering from work overloads and time management problems (Ozdemir and Albayrak, 2015).

As these challenges suggest female cadets should be ready to thrive in the men's world and it is clear that some measures should be taken to equip them with necessary qualifications to bear the demanding conditions of not only the life onboard a ship but also the hardships caused by working in a male-dominated job.

**Purpose and Specific Aims**

To this end a special project is designed with the contributions of four different countries, which are Turkey, Romania, Bulgaria and Poland. The purpose of the project is to design a syllabus and to import it to the Leadership and Management curriculum of maritime faculties to help prospective female staff cope with the hardships they are likely to encounter in sea going services and maritime jobs and to make them realize themselves to the full extend. The MENTORESS Project, approved by the Turkish National Agency as Project No: 2017-1-TR01-KA203-045739 under Erasmus + KA2 – 203 Strategic Partnerships for Higher Education 2017 – 2019, is accepted by the Turkish National Agency under the scope of Erasmus+ Key Action2 Strategic Partnerships.

The novelty of the project is determined by the innovative multi-dimensional approach of MENTORESS in terms of both strategic objectives and operational methods and procedures of implementation. The project encompasses a coherent array of activities that will converge to one activity, which is EMP homogenous as structure and implemented by the means of similar state-of-the-art pedagogical techniques and educational infrastructure.

First of all, the main objective of the 4 European maritime higher education institutions is to develop, test and implement an identical 1- semester extracurricular programme to give necessary leadership and intercultural communication skills to female cadets. This general objective is one of a kind at European level and will be a premiere for academies/universities that develop similar competencies through slightly different national (non-joint) study programmes. Female cadets are not given such an integrated education and training in any of the maritime higher institutions in European Union countries.

All partners are already employing high-level technologies of teaching and learning. Modern ICT equipment is proved by their laboratories, simulators, distance-learning networks, study facilities and the hardware on board the training ships, which are responding to the latest needs of the maritime industry. All these ICT means, which can be used by EMPs, allow also a smooth communication between the partners' team members and will make very feasible even virtual mobilities of teachers and students involved in the common training.

Another new feature of the MENTORESS project is to increase the number of women in maritime jobs and, by this way, to raise awareness for the presence of women on-board the ships, to create a women friendly atmosphere which requires to elaborate behaviours and language, to encourage appropriate behaviour amongst personnel and to foster good camaraderie. It will also provide the participants with awareness and cultural considerations with regard to gender.

On the other hand, more women aboard means more and different viewpoints about everything going on a ship, and the chance to respond more effectively to the ever changing maritime industry's requirements will increase. Sharing the same philosophy of designing the orientation programme, the same type of infrastructure for women concerning taking necessary precautions to make life easier for them on-board and similarly trained female personnel will generate a hard core of 4 European maritime institutions that can expand in the future its expertise to a larger EU area and beyond.

This is also the way the project will be sustainable and able to be developed even more in the future by approaching a more extended period for the training and education of both male and female cadets. Moreover, the proposed project can lay as the foundation for future programmes, bilaterally or in a larger consortium.

What's more, the project will act as a higher level synergy emerging from the bilateral educational and research joint activities developed so far by the partners, like various conferences, workshops, seminars and research cooperation. MENTORESS will take the current joint cooperation actions, which are performed, in pairs of partners to a higher, strategic level. For instance, all 4 partners have already performed projects, which consist of mutual exchanges of students and staff. All lessons learned from the previous cooperation among the 4 partners generated the necessity of this application and will serve as a solid background for the development and implementation of the project.

The activities intended to play a role in the creation of the curriculum are as follows:

1. A study on coping with the problems arising from diversity in maritime. The aim of this activity is to prepare women in maritime to tolerate hardships and problems arising from existence of people from different cultures onboard the ship. At the end of the study, it is aimed that the female cadets will be furnished with the skills to cope with the cultural differences in the international setting of a ship. The skills in question will be the basic ones that can be improved further. The cadets who get this training are expected to set role models to the other women in sector so that more women can be affected by the training given indirectly. On the other hand, the causes and the aspects of the diversity in maritime and gender gap caused by it in the maritime industry will be studied and conclusions about the methods aimed to increase the awareness and the integration of female maritime officers and managers will be drawn.

2. Workshops to make female cadets overcome gender equity problems for employment and problems encountered during duties: Participants will be furnished with some skills which may help the overcome the problems arising from gender difference. They will learn how to excel their rivals in a male dominated environment. They will prove they are as good as, may be better than, the men in the sector and be role models for the other women not only in maritime but also in other male-dominated sectors.

3. Creation of a Charter for Gender Equity for Maritime Professionals. The charter will consist of the collection studies and research papers that have analyzed the multi-dimensional aspects of women integration in the maritime professions. The charter will reveal measures for both maritime employees and employers, needed to bridge this gender gap in order to ease the access of female officers and managers onto the maritime labour market and naval defence occupations.

4. Creation of a "Gender Identity Management and Leadership in Maritime Professions" common syllabus. Based on the educational requirements, the partners will develop the "Gender Identity Management and Leadership in Maritime Professions" common syllabus.

5. Realization of MENTORESS Virtual Network. The dedicated portal will establish an efficient media for communication within the partners and most important, for dissemination of the Action's results. It will also include the educational references for the syllabus designed. Moreover, the virtual network will allow on-line courses and real-time meetings (conferences). It will also have a social media section.

**METHOD**

Various methods are intended to be used to achieve above mentioned-goals. For example the first aim will be realized through a workshop on adoption of creative strategies to effectively handle workplace diversity. Theoretical information on workplace along with diversity management implementation principles will be given. After good practice case studies from experts are studied, the students will be given case studies on diversity management in maritime. They will study in teams to see what succeeds and what fails in various situations. At the end of the workshop, the students will be given problem situations from the ships. They are required to solve out problems arising from different cultures’ being together on a ship.

Another workshop will be held on gender equity problems for employment and problems encountered during duties. At the beginning of the workshop, theoretical information on gender equity and a summary of problems likely to arise from gender bias onboard ships will be given. Then interactive sessions on how to react to incidents encountered on ships concerning the issue will be carried out. After some experienced women in the field talk about the real life situations, case studies will be conducted and tips to cope with gender bias will be given.

Next step is the creation of a workshop on leadership and coping with social, cultural and practical obstacles including second generation gender bias. Like the previous ones, this workshop will start by giving theoretical information on the subject. Then, lectures on understanding value systems of all parties and lectures on real life experiences from seafarers will be given. At the end of the workshop, the participants will be given problem situations from the ships. They are required to solve out problems arising from social, cultural and practical obstacles including second generation gender bias on a ship, using the knowledge they gained from the workshop.

The accumulated results of all these activities will be presented publicly within a maritime stakeholders environment (academia, shipping industry, maritime regulating authorities, national naval security and defence). Discussions about the results of the research papers and other related issues will bring added value to the conclusions regarding the integration of women in the maritime professions.

The last activity will be a workshop on integration of women in the maritime professions. At the beginning of this workshop, success stories of women seafares from past till today will be given and the features necessary to be successful are studied. Then, obstacles in achieving success and how to cope with them are discussed. Role models from merchant marine and navy are invited to talk about their experiences and give advices; then the cadets ask questions, if they have any. At the end of the workshop, case studies including multiple problems are given and studied. The final results of the workshop will be presented publicly within a maritime stakeholders environment (academia, shipping industry, maritime regulating authorities, national naval security and defence). Discussions about the results of the research papers and other related issues will bring added value to the conclusions regarding the integration of women in the maritime professions.

**PROPOSED ACHIEVEMENTS**

It shouldn’t be forgotten that empowering women fuels thriving economies, spurs productivity and growth, and benefits every stakeholder in the global maritime community (Women in the maritime industry). That's why a great emphasis should be placed on gender balance at maritime jobs as well as all the other jobs.

Our first aim is to design a syllabus to enable the women in maritime to cope with the problems arising from diversity and help them overcome gender equity problems they are likely to encounter during their duty. We also aim to furnish them with leadership skills and skills to deal with social, cultural and practical obstacles including second generation gender bias.

Another objective we try to realize is to create a network among seafarers by mentoring or e-mentoring programs and providing role models for the cadets. In our project, we aim to train not only female cadets but male cadets, as well, to work hand in hand in a cooperative and productive setting.

In addition, we are going to create a charter for “Gender Equity for Maritime Professionals” and a syllabus for "Gender Identity Management and Leadership in Maritime Professions". Finally, we aim to realize MENTORESS virtual network.

After the end of the EU (European Union) funding and completion of the project's objectives, the syllabus and the Charter will be formally introduced within the new curricula they were designed for and presented for the upcoming accreditation of modernised study programmes by the national quality assurance agencies. Thus they will enter in force as formal planning document for conducting maritime education, so they will be self-sustainable, without any extra funding needs. By the contrary, taking the new and more effective syllabus and general gender equality policies in the maritime related occupations into account, the partnership foresees an increase of the interest from the maritime industry's side to assist financially the development of new maritime education and training facilities.

**CONCLUSIONS**

The number of women in the workforce is increasing day by day. The women are getting more and more interested in all kinds of jobs and male-dominated ones are no exception. There are a number of difficulties waiting for them in these occupations. The first of them derives from the fact that they have a lot of responsibilities at home; second, they have to eliminate the gender bias, whether seen or unseen, and third, they have to cope with the hardships of working in-male dominated areas and unwillingness to accommodate them in those occupations.

This project is designed to help them overcome the difficulties of working in a male-dominated workplace. What we aim to achieve with the project is treefold.

Furnishing female cadets with necessary qualifications to cope with the hardships they face because of gender in maritime.

To enable women in maritime work more effectively so that they can make positive contributions to the work force in maritime.

The last but not the least, it is hoped that the syllabus to be developed will be commonplace in the schools where women are prepared to work in male-dominated work places and this will give way to the women to realize their potential to the full extend and to contribute to the workforce in general, and to the welfare of the country and the world respectively.

**REFERENCES**

Albayrak, T. (2011). Encouraging Research In Higher Education & Training Institutions, International Higher Education Congress (UYK-2011)

Albayrak, T., Ziarati, R. (2010). Training: Onboard And Simulation Based Familiarisation And Skill Enhancement To Improve The Performance Of Seagoing Crew, *Human Performance At Sea (HPAS) -2010 Conference Proceedings*, Strathclyde University, Glasgow, U.K., 2010

Albayrak,T., Ziarati,R.& Kaptanoğlu, Ş. (2009). "Women In Maritime Businesses" International Multidisciplinary Women Congress, p.586

Albayrak, T. (2007). ‘’TUDEV and Maritime Training Strategies’’, *Turkish Shipping World Magazine*, December, 2007

Frohold, L.L., Williams, E.& Kitada, M. (2015). Maritime Women: Global Leadership. Springer, Verlag, Berlin, Heidelberg. pp.v-vi

Gold, B. (2011). Top 10 Male-Dominated Industries. <https://www.askmen.com/top_10/entertainment/top-10-male-dominated-industries.html>

Oruç, A. (2015). Denizcilik Eğitimi Veren Üniversitelerimizin Dünya Sıralaması. http://www.e-marineeducation.com/tr/2015-denizcilik-egitimi-veren-universitelerimizin-dunya-siralamasi/ (accessed at 12.11.2017)

Ozdemir, P., Albayrak, T. (2015). How to Cope with Second-Generation Gender Bias in Male-Dominated Occupations in *Maritime Women: Global Leadership* by Frohold, L.L., Williams, E.& Kitada, M. 2015. Maritime Women: Global Leadership. Springer, Verlag, Berlin, Heidelberg, p.220

Women in the Maritime Industry. <http://www.imo.org/en/MediaCentre/HotTopics/women/Pages/default.aspx> (accessed at 09.11.2017)

Women Seafarers. http://www.itfseafarers.org/ITI-women-seafarers.cfm (accessed at 12.11.2017)

YOK Lisans Atlası, (2016). https://yokatlas.yok.gov.tr/lisans-bolum.php?b=10046 (accessed at

2.11.2017)

**A COMPARATIVE STUDY OF THE PERSPECTIVES OF MEN AND WOMEN IN MARITIME ON GENDER ISSUE**

Dr. Pınar Ozdemir, English Prep Department, Piri Reis University, Istanbul,Turkey [pozdemir@pirireis.edu.tr](mailto:pozdemir@pirireis.edu.tr)

Assoc. Prof. Dr. Taner Albayrak  
Faculty of Economics and Administrative Sciences  
Department of Maritime Business Management, Piri Reis University, Istanbul Turkey [talbayrak@pirireis.edu.tr](mailto:talbayrak@pirireis.edu.tr)

**ABSTRACT**

*Maritime is a male dominated sector and women working in this sector have some hardships because of special working conditions there and the prejudice against them. There is an ongoing ERASMUS Project aiming to help women overcome the hardships they encounter in the sector. In the framework of the project, a survey which consists of 50 questions was prepared and applied to both men and women working in maritime. While evaluating the responses, it is seen that, with some questions, there is an agreement between the responses given by men and women while there is a big discrepency with some others. In this study, only the questions with a discrepancy of over % 20 in the responses for the same choice (Yes or No) are taken into consideration with an eye to evaluate the perception of various situations by different genders. Almost all of these questions are related with the reactions by men to the behaviours of women on board or how the presence of women on board is perceived by men. Then, what may the reasons for these hostile/ exaggerated/negative reactions can be and what can be done to prevent them are looked into.*

***Key Words: Women, Maritime, Gender Issues, Difference of Opinion.***

**INTRODUCTION**

Men and women have been the subject of many studies concerning the gender issue. Some of these studies have found significant differences between them while some others haven't found anything meaningful. One of the studies focusing on differences between two genders is about stereotypes. Stereotypes are perceptions about the qualities that distinguish groups of categories of people. They are typically thought of as overgeneralizations. They can apply to any category that a society considers important. Gender is one of them. People use stereotypes as cognitive short-cuts in anticipating the motives, abilities and behaviours of others. Stereotypes are further reinforced by various social mechanisms, such as the "**spillover effect**" which suggests that societal gender roles may contaminate organizational roles and result in different expectations for female and male managers. In short, gender belief systems include streotype and gender-role attitudes (1). Women are generally stereotyped based on familiar women's roles such as wife or nurse and the characteristics they embody, which are currently inconsistent with those that traditionally define a good business leader. (2)

Other than the limitations brought by stereotyping effects causing women to fall behind, there are some other factors which has a negative role in their chances of excelling in workplaces. A study conducted on female mariners and male nurses found that, as members of visible minority groups, they stand out at work and receive far more than their fair share of attention. For example, women in corporations, simply by virtue of their numerical rarity were noticed and scruntinized more than their male counterparts. The fact that “numerically rare” men and women stand out this way can put added pressure on them in their jobs. This added pressure may result in different job performances from men and women in nontraditional occupations and exacerbate gender differences. Women, for example, becomes more secretive, less independent and less oppositional in response to their greater visibility, all traits that have traditionally been associated with feminity.(3)

Another factor that enhances gender differences is practiced by supervisers who evaluate men and women differently. The very qualities that are highly praised in one sex are sometimes denigrated in the other. Thus a man is ambitious, a woman is pushy; a woman is sensitive, a man wimpy. Two groups who occasionally encounter such biased gender streotypes from the people they work with are female marines and male nurses. People's unfavorable beliefs and attitudes concerning women lower their evaluations of women's behaviour and performances. (4)

Intolerance is another factor contributing to the bias against women. The following excerpt is taken from the book "Gender Differences at Work: Women and Men in Non-traditional Occupations" told by a thirty-six-year of master sergeant with sixteen and half years experience about being a woman in the Marine Corps*: You are always on Show. Take my self and a male counterpart – same rank, same MOS (military occupational speciality), and we are going into the same job. He is not going to prove himself at all. He is going to be completely accepted until he messes up. I will not be accepted until I can prove that I can do the job better than he can."(3)*

These are the most frequently mentioned reasons of the problems women face in workplaces because of the bias created by gender sterotypes. It is an undeniable fact that these bias effect the perception of the reactions to various kinds of situations the men and women are likely to encounter in workplaces. Thus when men react to something very fiercely, women's reaction may be calm or vice verca. This difference in perception of the situations is reflected in their evaluations of statements. For example, when we look at the answer to the question, *The mistakes and errors made by the female staff are continuously reminded to them,* we seethat there is a disagreement between the responses by men and women. While the response of the majority of men is "No", the majority of women say "Yes".

This is a common situation between two genders and can be seen in a lot of issues. About this issue, researcher Liswood says that, *“How do you solve a conflict between two parties if one of the parties does not believe there is a problem, or only recognizes it as a small issue, while the other party sees a large and continuing problem? We all have our own lenses through which we see the world. Our window to the world is shaped by experience, hopefulness, unconscious beliefs, personal filters. The challenge becomes how to reconcile opposing and strongly held beliefs in the interest of improving a situation”* (5).

**Discrepancy Between the Responses from Men and Women**

Considering all above, it can be deducted that it is normal that different genders think and behave differenty. When it comes to the responses to the questions in the 50-question-survey, the percentage of disagreement between genders regarding the responses is shown below:

|  |  |  |
| --- | --- | --- |
| Percentage of discrapency between groups | Number of Questions | % |
| 0-10 | 25 | 50 |
| 11-20 | 15 | 30 |
| 21-30 | 8 | 16 |
| 31-40 | 2 | 4 |

Table 1. Discrepency Between Responses by Different Genders

The following statements are those where the discrepancy between the responses from different genders is more than 20 %.

1. Male staff accepts women as equal on various tasks on board ships.

YES. F %27 M%54 Discrepancy %27

Figure 1. Comparison of Responses for Statement 1

What men claim to do is different from what women perceive. For example, half of the men agree that women are equal to them when it comes to doing various jobs on board. However, the majority of women think that is not what men actually think. Only %27 of women in maritime think male staff accepts them as equal on board ships.

1. I would encourage other women to work in maritime sector.

YES. F %77 M%57 Discrepancy %20

Figure 2. Comparison of Responses for Statement 2

Considering that 77% of the women in maritime gave a positive answer to this question, it can be said that most women in maritime are content with their job and encourage other women to work in the same sector. On the other hand, men working with them aren’t as positive as them when it comes to the existance of women in maritime since nearly half of them don’t want to work with them in the sector.

1. The mistakes and errors made by the female staff are continuously reminded to them.

YES. F %62 M%39 Discrepancy %23

Figure 3. Comparison of Responses for Statement 3

%62 of women think their mistakes are reminded to them often, which is a discouraging and, depending on the situation a humiliating behaviour. This may even be described in the frame of mobbing. (This is a form of mobbing.) The weird thing about this is that although there is a great amount of discrepancy, the percentage of men who accepted that is not too low to ignore. That is, even men in maritime (%39) think women suffer from mobbing.

1. The male counterparts perceive the female crew members as a threat in competition for better positions.

YES. F %68 M%34 Discrepancy %34

Figure 4. Comparison of Responses for Statement 4

What is deducted from the uneven distribution of percentage of responses is that although men don’t want to admit, they take the presence of women onboard as a threat for their promotion. It is just normal since they will have to share all the positions with women, who may have better qualities. They will be in competition with not only other men but also women on board. The more candidates means the less chance for them for promotion.

1. Men are preferred even if the female crew members have the same qualifications.

YES. F %82 M%61 Discrepancy %21

Figure 5. Comparison of Responses for Statement 5

The percentage of women who agree with this statement is more than the men’s percentage. That means women feels discrimination more when it comes to the distribution of jobs fairly. On the other hand, it is seen that the majority of men (more than %50) think, which signals the fact that there is some truth in that statement.

1. When a woman succeeds in her job, male staff will be jealous of her.

YES. F %81 M%44 Discrepancy %37

Figure 6. Comparison of Responses for Statement 6

It’s surprising to see that nearly half of the men accepts the authenticity of this statement. It is not hard to guess how hard it is to excel for women in such a tough workplace where the members of the opposite gender accepts the hardness they face. People usualyy think it is common place for women to be jealous of each other, however; in this situation men are jeaolus of them and to maket he thing more weird they confess this.

1. The successful achievements of a female are usually ignored.

YES. F %64 M%40 Discrepancy %24

Figure 7. Comparison of Responses for Statement 7

These kind of complaints are often mentioned by women in maritime. As is seen the majority of women agrees with this. On the other hand, there is a substantial amount of men who thinks the same. Taking this into consideration, it can be said that there is some truth in the statement that successful achievements of a female are not appreciated fairly.

1. When a female crew member makes a mistake, the feedback and reaction are exaggerated.

YES. F %70 M%43 Discrepancy %27

Figure 8. Comparison of Responses for Statement 8

The mistakes made by the people the presence of whom is approved by the others are usually responded by a calm reaction, if not ignored. On the other hand, if there is a reverse situation, a situation where the presence of the people is question is not welcome, the mistakes are exaggerated. By taking the the high rate of the Yes proportion to this statement by women into consideration, it can be concluded that women are not welcome on board ship and this can be deducted by the reaction towards their mistakes by the staff onboard ship.

1. The male colleagues believe that the presence of females onboard a ship will cause trouble there.

YES. F %84 M%61 Discrepancy %23

Figure 9. Comparison of Responses for Statement 9

This is the statement with the biggest rate of agreement by women. Strangely enough, men also confess that they agree with this statement. It must be a kind of biased idea since it goes without saying that women are as skilled as men and they can contribute a lot to the welfare of the ship as much as men.

1. The decisions and ideas of female staff are continuously criticized and questioned.

YES. F %63 M% 39 Discrepancy % 24

Figure 10. Comparison of Responses for Statement 10

Most women feel that their decisions and ideas are criticized and questioned and not all men say that there isn’t something like that. They also feel that their ideas are taken with suspicion. (are not given the value they deserve.) That is another sign of prejudice men have against women. They don’t trust women that is why they behave like this.

1. Women working at sea have less chance to be promoted to higher positions than men.

YES. F % 70 M% 49 Discrepancy % 21

Figure 11. Comparison of Responses for Statement 11

There may be various reasons for this. This may be because maritime is still seen as a men’s job in the first place, or because the people in managing positions think it might be hard for women to handle such a big group of men for a women. Whatever the reason is, this requires women have more leadership qualities.

On one hand, it is seen that all the questions concerned are about the prejudice against women in maritime, on the other, it must be accepted that this is not something valid only in maritime but in all lines of work.

A study identified a number of circumstances under which the bias against women was more pronounced. Specifically the women in leadership positions were devalued more strongly relative to their male counterparts when leadership was carried out in stereotypically masculine styles, particularly when this style was autocratic or directive. In additon, the devaluation of women was greater when leaders occupied male-dominated roles and when the evaluators were men.(4)

Gender-stereotypic perceptions of women are especially disadvantageous precisely in these work settings regarding the qualities of these occupations are thought to require (6). Therefore antifemale bias, often functioning out of people's concscious awareness, should occur very often in such jobs. Stereotypic perceptions of women that underline this bias act as barriers inhibiting equality of opportunity and the achievement of success in male-dominated occupations and masculine tasks more generally.

The acceleration of women's entry in these occupations makes it easy to understand why many women sense a backlash against women and an increase in anti-female prejudice. An increasing number of women are experiencing the disadvantage that gender-stereotypic perceptions produce because they spend considerable time in settings in which it is essential to be perceived as relatively agentic.

On the other hand, the presence of women in all fields of occupation, including male-dominated ones, is increasing day by day. Recently, women's status and social roles have become more similar to men's and these changes have gained considerable ideological support (4). Despite this, some women still think they are abused or they don’t have as many rights as the men have in workplaces. This situation makes us think that there may be a situation that can be explained in terms of learned helplessness theory.

Learned helplessness is a phenomenon observed in both humans and other animals when they have been conditioned to expect pain, suffering, or discomfort without a way to escape it (7). When human or other animals come to understand (or believe) that they have no control over what happens to them, they begin to think, feel, and act as if they are helpless. This phenomenon is called learned helplessness because it is not an innate trait; no one is born believing that they have absolutely no control over what happens to them and that it is fruitless to even try to gain control. It is a learned behavior, conditioned through experiences in which the subject either truly has no control over his circumstances or believes that he has no control over his circumstances (8).

That fact that the women responding the survey had a less positive approach to the statements and the discrepancy is high with the statements may be because of the learned helplessness on the part of the women. Women, affected by the culture they grow up and by the reaction of men to them in matitime pr male-dominated sectors, may not have a positive expectany that the conditions will change and the influence of this may be reflected in their responses to the statements. That is even if the the situation is not as worse as women depict they may perceive it in this way.

**Ways to Overcome Bias Created by Stereotyping**

Effects of stereotyping can be observed not only in relationships in society and the workplaces but also in the motivation and performance levels of the workers. Of the two genders, the one who is affected the most badly from stereotyping is women. Eliminating gender stereotypes will help the women improve their position both in society and in workplace. Unfortunately this is a time-consuming process and cannot be solved overnight. To win the war against gender stereotyping, women need to be able to believe in their abilities and strengths. They can start by showing their capability and that there are more things that they can do equally good as man. (9).

Although stereotyping has already been in place for decades little headway has been made. The weight of scientific evidence demonstrates that children learn gender stereotypes from adults. As with gender roles, socializing agents—parents, teachers, peers, religious leaders, and the media—pass along gender stereotypes from one generation to the next (10). To prevent this, some precautions targetting the children should be taken and gender equality subject should be embedded in the curriculum of lessons from the early stages of education. Apart from this, gender equality must be emphasised at every platform such as social media, advertisements, bulletin boards, documentaries or TV programs so that public awareness can be raised on the subject. As public awareness grows, however, it will begin to be possible to allow for more, true gender equality in both children and adults (11). The people at workplaces, too, should be educated about gender and gender bias. People often struggle to identify their own biases and areas of ignorance, but when people are made aware of them, it creates the possibility for positive change. Most people, given information that shows how they’ve treated another person unfairly, will want to do what they can to correct their behavior (12).

Another thing to be done to eliminate stereotping is to encourage diversity. If the staff sit in a conference room discussing how a new policy/process will affect entire company and only men are present, ramifications that unfairly affect other genders is very probably will be missing out on. Therefore people of different genders, races, backgrounds, etc., should be included so that decisions can be made in light of how they will affect everyone at the company, and not just one group or gender. (12)

Encouraging the staff to do teamwork together such as a club like activity is another alternative to eliminate bias. As the men and women of the staff share the conversation, they grow to know and respect each other and their backgrounds. They are more ready to offer their information and insights on work-related topics, and close teamwork throughout the staff development (13).

**CONCLUSION**

Gender bias created by stereotypes are influential in both social and work life of the people. Maritime is no exception. Bias creates a negative atmosphere on board ship as in all workplaces and prevents the staff, esp. female staff, to realize themselves. As a result, ships are deprived of invaluable contributions women can make. Apart from this, this is demoralizing and has destructive affects on women such as creating anxiety, taking a dislike to work, hesitating to work at jobs where they are not welcome. This situation results in the decrease in the participation of women in maritime.

As the survey results indicate bias created by stereotypes cause negative perceptions of the behaviours of women on board ships. Survey results show there is a two-way negative misperception in maritime sector. Negative bias of men against women may be the result of stereotying effect while the negative thoughts of women concerning the behaviours of men may be the result of their negative experiences with men on board.

Overcoming the problems caused by gender stereotypes is not easy since it requires a long time to change them. Nevertheless, it shouldn’t be forgotten that big changes start with small steps and some precautions to overcome the bias should be taken. To this end, communication among the people in maritime should be increased it is the biggest and most influential solution to the problem of misperception between the genders. By the increase in communication, people from all walks of life in maritime will have a chance to get to know and understand each other, develop the understanding among, indulge in their weaknessess and appreciate their strenghts, which may give way to the creation of a strong and healthy working environmet where all people are happy and productive.

Dealing with people is not easy. It is even more difficult for women in male-dominated workplaces but whatever the hardships are, women must go on fighting for their right. What the great basketball player Michael Jordan said can be the motto of the people who encounter hardships like the women in maritime do: “Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it” (14).

**REFERENCES**

(1) Deaux, K. and La France M. (1998) “Gender”, in GilbertD.T., Fiske, S.T. and Lindsay, G. (Eds.), Handbook of Social Psychology, Random House, New York, NY.

(2) Gender Differences In Leadership-Believing Is Seeing: Implications For Managing Diversity Johnsen, K., Maznevski, M.L. and Schneider, S.C.; 2010; Equality, Diversity and Inclusion: An international JournalVol.10, No.6pp. 549-572, Emerald group Publishing

(3) Gender Differences at Work: Women and Men in Non-traditional Occupations Christine L. Williams University of California Press, Berkeley and California, 1989 p.5-9

(4) Eagly, H.A and Mladinic, A. 2011 Are People Prejudiced Against Women? Some Answers from Research on Attitudes, Gender Stereotpes and Judgments of Competence. European Review of Social Psychology, 5:1, 1-35.

(5) Liswood, L. (2015) How men and women see gender equality differently https://www.weforum.org/agenda/2015/02/how-men-and-women-see-gender-equality-differently/

(6) Glick. P. (1991) Trait-Based and Sex-Based Discrimination in Occupational Prestige, Occupational Salary and Hiring. Sex Roles , A Journal of Research, 25, 351-78

(7) Cherry, K. 2014 What Is Learned Helplessness and Why Does It Happen? VeryWell Mind. Retrieved from https://www.verywellmind.com/what-is-learned-helplessness-2795326

(8) Ackerman, C. 2018. Learned Helplessness: Seligman’s Theory of Depression (+ Cure) <https://positivepsychologyprogram.com/learned-helplessness-seligman-theory-depression-cure/#definition-learned-helplessness>

(9) Ahmad, H. 2015, How To Overcome Gender Stereotyping In Workplaces. <http://www.studentsfirstmi.com/how-to-overcome-gender-stereotyping-in-workplaces/>

(10) Gender Stereotypes https://www.cliffsnotes.com/study-guides/sociology/sex-and-gender/gender-stereotypes

(11) Asaff, S.B. 2014 About Gender Stereotyping <https://blog.udemy.com/gender-stereotyping/>

(12) Gratis, B. 2017 Overcoming Gender Barriers to Communication <https://www.typetalk.com/blog/overcoming-gender-barriers-communication/>

(13) https://www.bartleby.com/essay/Overcoming-Communication-Barriers-between-Genders-FKUCHQZVC

(14) Scott, W. 2006 Climb (or Blow Up) Every Mountain: Five Steps to Overcoming Obstacles https://www.amanet.org/training/articles/climb-or-blow-up-every-mountain-five-steps-to-overcoming-obstacles.aspx

**A STUDY OF COMMON OPINIONS OF MEN AND WOMEN IN MARITIME ON GENDER ISSUES**

Dr. Pınar Ozdemir, English Prep Department, Piri Reis University, Istanbul,Turkey [pozdemir@pirireis.edu.tr](mailto:pozdemir@pirireis.edu.tr)

Assoc. Prof. Dr. Taner Albayrak  
Faculty of Economics and Administrative Sciences  
Department of Maritime Business Management, Piri Reis University, Istanbul Turkey [talbayrak@pirireis.edu.tr](mailto:talbayrak@pirireis.edu.tr)

**ABSTRACT**

*It is not likely**for men and women, who are different from each other not only mentally but also physically, to have the same opinion on various subjects. There is usually considerable disagreement between the perceptions and judgements of men and women over the behaviour and achievements of the other gender. This is quite normal since both genders see the world through their own lenses, which are shaped by experiences, beliefs and biases from their personal or cultural world. The disagreement caused by these factors provides men with a different viewpoint from that of women and can cause a gap between two genders regarding their vision on various subjects. So far, most of the studies done on the subject focused on the differences between the two genders and problems caused by them. However, contrary to common belief, there are some subjects on which both men and women have more or less the same thoughts. In this study, common thoughts of men and women on various issues in maritime are studied in two main categories, and it is intended to make some generalizations based on these issues.*

***Key words:*** *Women in maritime, gender issue, common thoughts.*

**INTRODUCTION**

In workplaces, men and women work together, do the same jobs, undergo the same difficulties and enjoy the same benefits; despite this, the way they perceive the world around them may be a lot different from each other.

Although some studies suggest that men and women are living in different worlds, there are some others defending the opposite. A research done in India reveals what men and women think about each other in work life; thus, show the contrast between two genders. Most women may have a negative opinion of men in workplace as a result of experience with few men or due to assumptions such as: “They can’t tolerate seeing a woman excelling” or “Men don’t like to report to a woman boss”. These statements, which shape the opinion of many people, might be out of anger, frustration or despair or the outcome of real and bitter experiences (1, 2). The outcome of the same research discloses that;

- 82% of men would like to work with women who can work hard and share equal responsibility.

*-* 90% of men would like to work with women who can take practical decisions keepingemotions aside.

- 75% of men want to work with ambitious women,who take their career seriously.

- For 10% of men, itdoesn’t really matter.

It is seen that most men actually want to work with women who can work hard and can share equal responsibility like others in the team irrespective of gender. These men don’t want these women to come up with excuses and shirk off responsibilities at work just because they have special privileges as women (2). The idea of working together with the people of opposite gender is the same with women. They also want to work with men who have good qualifications as coworkers, such as respect, fairness, honesty, industriousness, and who don’t dominate them because they think they are stronger and have privileges as men.

In a poll conducted by Business Insider partner MSN in 2017, more than 90% of men and women said they were comfortable with having a boss of the opposite gender. The poll also found out that men and women diverge when it comes to perceptions of treatment of women at work. It revealed that two in five men think women are treated "very fairly" in the US workforce while nearly one in five women said the same. When it comes to working with men or women, the percentage changes. One in five men said they preferred working with men. The statistics are about the same for women who prefer working with men, at 21%. The same percentage of men and women, 6%, said they preferred working with women. The data highlights how women are perceived at work, a domain largely unavailable to them until fairly recently. It also highlights that women are fighting an uphill battle. A large group of people, mostly men, don't want to work with them, don't think they should have to, and don't think there is a problem (3).

**FINDINGS**

In our research, which focused on women in maritime, we realized men and women have some common ideas as well as contrasting ones. Although they don’t agree on every issue at work, especially upon those which they evaluated from a gender point of view. There are some facts which are accepted as correct regardless of gender. Therefore, it is not incorrect to say that despite a number of differences between the two genders, there are some issues about which men and women share the same opinion. In the survey we conducted in maritime, we studied on statements where the discrepancy between the responses given by men and women is low, that is, 6% or less. The rationale here is that the statements are reportedly true, or true to some extent, because both genders, for whom it is not easy to agree upon something completely, respond them more or less the same. When we look into statements of this kind, we see they fall into two main categories: Life Onboard a Ship and Communication and Relations with the Entire Staff.

To start with, we will try to comment on the statements related to "Life on Board a Ship", which are the following:

1. *Working onboard a ship is more mentally tiring for the female crew members.*

*AGREE % 66 % 72*

1. *Female personnel on board the ship take the other female colleagues as a rival.*

*AGREE % 53 % 57*

1. Working onboard a ship is more challenging than most female crew members thought it would be.

AGREE % 69 % 74

1. Starting from the entry stages, the women are told and advised about the negative aspects of maritime career.

AGREE % 64 % 67

1. The women prefer working onshore because they consider the life onboard ship is too hard for them.

AGREE % 73 % 78

1. Men working on board a ship believe that a woman onboard improves relations among the crew.

AGREE % 48 % 54

*Figure1. A comparison of the responses to the statements about "Life on Board a Ship"*

When we try to comment on what is implied by these statements, we can come to the conclusion that the circumstances, which are hard even for men are very challenging for women. There is not only a physical weariness but also a mental one which women in maritime find hard to bear. Nevertheless we can’t come to the conclusion that this is a deterring factor which will keep women away from duties on board unless we see the response to the statements, “Working onboard a ship is more challenging than most female crew members thought it would be” and “Women prefer working onshore because they consider life onboard a ship is too hard for them”. At this point, it can be said that challenging conditions on a ship eventually compel women to leave duties onboard and go on with their career onshore. However, the glass ceiling which keeps the women from going into the upper levels in their career shouldn't be ignored. Like women in other sectors, women in maritime have family obligations and maternal duties which cut into the most productive years in their career. Keeping this in mind, we shouldn't be surprised at the abundance of women who responded in favor of leaving their career at an early stage due to hardships they face. Unfortunately, this justifies the expectations of their male colleagues who warned women about the negative aspects of a maritime career and advised them starting from the entry stages to prefer ashore duties.

On the other hand, the presence of women on board has some positive contributions to the life there. Men working on board a ship believe that a woman on board improves relations among the crew. It is a fact accepted even by men that in the presence of women, male personnel are more careful in the way they talk and behave. They mind their manners and try to be polite and careful especially in male-dominated occupations and in the presence of people from all walks of life. The contributions of women to the workplace are not limited to improvement in the manners of men. In the scientific study What Women Want, conducted in partnership with the Center for Creative Leadership and Watermark, it is found that the people from organizations with a higher percentage of women rated their organizations more favorably on 7 items related to job satisfaction, organizational dedication, burnout, and employee engagement. In addition, people with a female boss felt more supported (especially female participants) and experienced less job-related burnout (4).

Another point on which men and women agree is quite striking because it is about relations between women. Both women and men agree that female personnel on board the ship take the other female as a rival. Women are usually thought of as being more caring and thoughtful, and everybody thinks their presence makes the workplace a more cooperative environment because they work in groups and their groups are cooperative and supportive.  While we want to associate women with positive, peaceful and loving characteristics, some research proves that women can also be extremely nasty to each other in the workplace. A lot of women report that they have worse relationships with female colleagues and supervisors than their male colleagues (5). This is a common situation especially in male dominated workplaces which is a factor in female rivalry. The male dominated workplace sets women up to compete due to increased scrutiny and a scarcity of top leadership positions for women. The psychosocial factors along with the workplace culture create female rivalry at its nastiest (6). On the other hand, this may happen because there is a conflict between who women naturally are, and the type of person they think the male-dominated workplace expects them to be. A lot of women believe that the male-dominated workplace is competitive and in order to rise up, you have to pull others down.  Another woman in the workplace is a unique competitor.  Competing against her is not like competing against male colleagues (7).

Statements evaluated in second category of this study are related to the "Communication and Relations with the Other Staff". They are the following:

1. *Personnel with different opinions and considerations on various topics are valued.*

*AGREE % 53 % 51*

1. *When assigning a duty, gender differences are taken into consideration.*

*AGREE %63 % 66*

1. *I think communication among the crew members is effective.*

*AGREE % 69 % 69*

1. *Female personnel’s relations with the peer staff onboard are efficient and effective.*

*AGREE %79 % 74*

1. *The crew members on board the ship are friendly and they help female crew doing difficult jobs.*

*AGREE % 74 % 79*

1. *There are officers who trust the female crew members, but who still advise them to work onshore.*

*AGREE % 74 % 70*

1. The female crew members are paid less even if they do the same job as men.

AGREE %34 %30

1. I would prefer at least another women to work with me on a ship.

AGREE % 82 % 79

1. The lecturers at school encouraged me to work at sea.

AGREE % 75 % 78

*Figure 2. A comparison of the responses to the statements about "Communication and Relations with the Other Staff"*

It is positive to see that communication is good among crew members and between genders, which is a sign of a friendly and cooperative atmosphere in the workplace. The situation is also reflected in the statement "The crew members on board the ship are friendly and they help female crew doing difficult jobs". There are many benefits of good relationships in the workplace such as improved teamwork, improved employee morale, higher employee retention rates and increased productivity (7). Apart from these, good relationships at work can have an impact on job satisfaction, learning and using skills and even quality of life (8). People spend a lot of time at work. In maritime, it can be the whole day, even weeks and months. Getting on well with people makes work a better place, therefore, it is a must for people, especially those in maritime, to have good relationships with other people in the workplace. As we see, the statements about relations among people in maritime are evaluated positively by men and women equally, so we can assume there is a friendly atmosphere onboard.

Additionally, a positive aspect of communication and relations in maritime, as we deduct from the statements, is the fact that there seems to be some action taken for good diversity management in the sector because 53% of women and 51% of men said “Personnel with different opinions and considerations on various topics are valued”. That is almost half of the people who responded to the survey, and more importantly, both men and women have a similar opinion on the subject.

Another statement which both men and women agree upon is the statement on the distribution of jobs on board. Both genders say “When assigning a duty, gender differences are taken into consideration.” This is a statement which 63% of women and 66% of men agree upon. Since the statement is answered positively by more than half of the respondents, it can be said that there is some truth in it. This is supported by the statement which says the crew members help female crew doing difficult jobs. This is agreed upon by the majority of both genders, that is, 74% of women, 79% of men. However it is wrong to generalize this statement since there are people of all characters, features and backgrounds on board the ship, and therefore they have different viewpoints on the presence of women on board.

"I would prefer at least another woman to work with me on a ship" is another statement which has been approved by the majority of both genders. There may be various reasons for men and women to support this idea. Women may want to have someone who undergoes the same problems and suffers from the same hardships as themselves, which means there is someone who can understand them very well. They can share the loneliness of each other and support each other during the long time at sea. However, it will be a bigger problem for them, if they have different characters, interests or viewpoints. On the other hand, there may be different reasons for men to want the presence of women on board. The most important one may be the refined atmosphere created by the presence of women. In addition, women have a history of success as team players and problem-solvers and social network-developers (9). All these qualities make them the most sought after people in workplaces.

Another point both genders agree upon is the statement, "There are officers who trust female crew members, but who still advise them to work onshore". It is not because they don't want to work with female crew members, but they want to protect them from any hardships they are likely to encounter. Much like the way anxious new parents protect their children by limiting their exposure to risk, managers often see women as in need of such protection, so they limit their exposure to risky or challenging work. They “protect” women from challenging assignments and instead give the work to men. While this may seem “nice” on the surface, these protective behaviors actually make it more difficult for women to advance (10).

As for the statement about wages, it is seen that there is an agreement between the two genders. The majority of people in maritime are against the statement, "The female crew members are paid less even if they do the same job as men", that is, 66% of women and 70% of men think there is no discrepancy in the payment depending on gender.

Lastly, it is seen that both women and men are encouraged to get an education in maritime. 75% of women and 78% of men say "The lecturers at school encouraged me to work at sea." That means there is no gender discrimination when it comes to choosing maritime as a career.

**CONCLUSION**

It shouldn’t be forgotten that these statements are from the survey we applied, and it may not be correct to generalize the responses to the whole sector, but since both men and women agree upon them we can say there must be some truth in those statements. It can also be concluded that there is something promising for the betterment of the relationships between both genders in maritime.

The world is in a constant state of flux. Relations between men and women are no exception. Deep-rooted beliefs on the traits of genders are replacing themselves with milder thoughts. There is wide variation among women and men, and meta-analyses show that on average they are far more similar in their inclinations, attitudes, and skills than popular opinion would have us believe.  The differences stem from organizational structures, company practices, and patterns of interaction that pose men and women differently, creating systematically different experiences for them. When facing dissimilar circumstances, people respond differently—not because of their gender but because of their situations (11). In this case, it is natural to expect that people in similar circumstances will respond similarly in the survey.

As in all jobs, people in maritime have different points of view on various subjects. It is good to see that they agree on increasingly many issues. The more agreement there is onboard the ship, the happier and as a result, more productive the staff will be.

**REFERENCES**

(1) Liswood, L. (2015) How men and women see gender equality differently https://www.weforum.org/agenda/2015/02/how-men-and-women-see-gender-equality-differently/

(2) Sharma, S. (2018) I asked 50 men about their opinion on Women Professionals. This is what they said.

http://www.recruitmentgyan.com/reviews/i-asked-50-men-about-their-opinion-on-women-professionals-this-is-what-they-said/

(3) Levy, R. Many Still Prefer to Work With Men Over Women – and It Shows Why Women Face An Uphill Battle, 2017, https://www.businessinsider.com/msn-poll-women-men-different-opinions-women-work-2017-7

(4) Clerkin, C. 2017 What Women Want— And Why You Want Women— In the Workplace. https://www.ccl.org/wp-content/uploads/2017/07/WhatWomenWant.FINAL\_.pdf <https://www.ccl.org/articles/white-papers/7-reasons-want-women-workplace/>

(5) Callihan, D. 2016 Why Women Are Mean to Other Women In the Workplace. https://www.linkedin.com/pulse/why-women-mean-other-workplace-dorothy-callihan

(6) Marcus, B. 2016 The Dark Side Of Female Rivalry In The Workplace And What To Do About It https://www.forbes.com/sites/bonniemarcus/2016/01/13/the-dark-side-of-female-rivalry-in-the-workplace-and-what-to-do-about-it/#564d190d5255

(7) McFarlin, K. 2018. Importance of Relationships in the Workplace https://smallbusiness.chron.com/importance-relationships-workplace-10380.html

(8) Why good working relationships are important to your mental health 2018. https://www.myworldofwork.co.uk/why-good-working-relationships-are-important-your-mental-health

(9) Shaw, K. 2005. Women's Contributions to Productivity. https://www.bostonfed.org/-/media/Documents/nerr/section4a.pdf

(10) Jones, K.and King, E. 2016. Stop Protecting Women from Challenging Work. Harvard Business Review, September, 2016

(11) Tinsley, C.H. and Ely, R.J. 2018. What Most People Get Wrong About Men and Women, Harvard Business Review, May- June, 2018

**TYPES AND ANALYSIS OF GENDER-RELATED PROBLEMS ENCOUNTERED WHILE INTERNSHIP AT SEA1**

PhD Astrid Męczkowska-Christiansen

Polish Naval Academy

Faculty of Humanities and Social Sciences

a.meczkowska-christiansen@amw.gdynia.pl

PhD Iwona Królikowska

Polish Naval Academy

Faculty of Humanities and Social Sciences

i.krolikowska@amw.gdynia.pl

**MENTORESS** (Maritime Education Network To Orient and Retain (Women) for Efficient Seagoing Services) – (Erasmus + KA2 – 203 Strategic Partnerships for Higher Education)

**ABSTRACT**

*The issue of gender inequality at sea covers many areas. In this study, attention was paid to the inequalities experienced by women in the first stages of their professional career. The following are the listed problems indicated by female students - apprentices - seafarers in the context of studying and undergoing maritime practices. They were described during focus tests by the students themselves and during interviews deepened by experts, and then grouped by the time of their occurrence, taking into account the trajectory of the transition between studies and the labor market. In this article, employers focused on entering elements of discrimination prior to entering the labor market, tackling maritime practices as part of the education system. They also perceived the occurrence of various forms of discrimination within it, i,e. employment, qualification and professional as well as human capital discrimination.*

*Discrimination before entering the labor market (pre entry discriminations) occurs in the form of restrictions on access to education or other forms related to investing in human capital. In the study of educational experiences, the inclusion of discrimination has also been extended to include social factors - such as the presence or absence of support from the family, partners or friends in making decisions about the type of education and occupation, as well as the presence of these differences in the process of socialization women and men, who contribute to making decisions about the choice of profession and direction of education, taking into account the gender aspect (including stereo-types referring to the so-called male and female professions). Attention is paid to socialization for fulfilling culturally defined roles in society (mother, wife, employee).*

***Keywords****: Women leaders, internship, work at sea*

**THE EXPERIENCE OF FEMALE SEAFARERS RELATED TO THE PROFESSION**

The research observations made during the interviews conducted by the focus group participants indicated the presence of many problems related to the willingness of the students to work at sea. They revealed the existence of many areas of inequality between women and men concerning various spheres of life. In this study, we deal with the selected aspect of discrimination against women on the "maritime" labor market, understood as a situation in which a woman with the same skills and education is not employed in a particular position. The process of discrimination of this type is influenced by economic and non-economic factors. It include biological and socio-cultural features. Already just a group of attributes that characterizes the participants of the study as a woman - apprentice - sailors creates a kind of "triangle" sensitive to the interaction of the discriminating forces. They arising from three different perspectives: firstly - women - as being unwillingly accepted in a male-dominated work environment. Secondly - practitioners / apprentices - as young people having problems finding a place of apprenticeship without regard to sex. Thirdly - seafarers - whose professional career, and especially its beginning, is hindered, among others due to specific formal and legal regulations and issues related mainly to the social work environment.

Regarding the issue of limiting the availability of marine practices, this is caused by several reasons. The basic here are the savings made by many shipowners, not allowing the employment of apprentices. In addition, on many ships due to their size or internal layout of the space provided for the crew, there is no physical place for the reception of additional seamen (A. Sielska, C. Chassonnery-Zaigouche, J. Kenneth 2013). This is particularly troublesome for women - apprentices, due to the inability to provide them with a separate living cabin, which means that when first candidates for cadets are selected, women's applications are rejected. In addition, on many ships as a result of mechanization and work automation, the crew composition has been greatly reduced. This changes the personnel policy of the shipowner who does not need new employees. However, a new element indicated during interviews with experts seems to be significant: personnel reduction has caused too much workload on the remaining employees and shipowners do not see the possibility of crew members finding time to "deal with trainees". Many shipowners therefore decide not to accept apprentices.

The demand for the profession of a seaman, i.e. the third vertex of the triangle (described as a seafarer profession), is nowadays largely determined by the global demand for professional maritime personnel. It causes problems with finding a job on ships by unqualified staff that are trainees or apprentices. young people entering the work environment after graduation. We are dealing here with a certain paradox, as the global maritime deficit is forecasted - BIMCO (Baltic and International Maritime Council) and ICS (International Chamber of Ship- ping) in the report on the global demand for employment of seafarers that global shortages in this area amount to about 16,500 officers (2.1%); this report also covers the growth forecast of the global commercial fleet over the next ten yearsand its possible impact on the global situation of the maritime workforce. Estimated shortage of officers in 2020 will amount to 92,000 (which means a gross labor deficit of 2) (A. Wolf 2015) and 147 500 (18.3%) in 2025. It is worth noting, however, that other forecasts are not as optimistic and point to a greater market balance. The research on the global resources of seafarers made by JITI indicates the flexibility of supply with respect to pay, which makes it possible to hire employees with appropriate qualifications. On the other hand, noticing the difficulties with knowing the practices or employment of the beginning sailors, do not make efforts to increase the number of cadets. Meanwhile, in the implementation of appropriate personnel policy by ship owners and the promotion of education dealing with the education of seafarers, these deficiencies could be compensated by the increase in the number of women employed in the commercial fleet.

An analysis of support for apprentices in the direction of their decision to choose study and work at sea was based on the answer to the question: *Were supported (or not) to decide on work at sea by: family, partner, teachers academic, representatives of crewing companies, seafarers on board, shipowner / shipowner's policy*. The experiences of the studied students were varied in this respect. Some of them declared support by the family when deciding. Among the statements were: *I would not be able to find a job without finding a family, and then look for a potential job. As for me, without the help of third parties, women have no chance at sea; I realize my dad's dreams, which he always wanted to work at sea, but he never did. So I had support from him and probably the rest of the family was also approached*. The dominant tone of the discussions, however, indicated the lack of support from relatives in making this decision: ... *I heard that this work is not for women, why should I go to sea? That there are no other professions for women? (F1); And I heard: who will raise children? (F1), My mother, on the news of the choice of direction, stated only one thing - Oh God! And she broke her hands (F4).* These statements illustrate the existence of differences in the process of women's socialization to make decisions about the choice of "masculine" or "feminine" occupations, stressing the issue of socialization to perform culturally defined female roles in society and the family (*And who will raise children?*). Meanwhile, as Alison Wolf points out, today women with higher education, especially those occupying higher positions, perform professions other than the rest of women, present different models of work, choose other models of marriage and motherhood. Orientations pointing to such tendencies are also noticeable among some of the surveyed women who, speaking about their career, emphasized the independence of the election, no need for special support from others: *My family was very careful with this approach and probably neither discouraged nor she did not encourage. It was my decision. No one in the family was working at sea so they did not really know what to say to me. I like this job and I want to try it; There is a sailor in my family and I liked it very much. I did not ask others about my opinion. This is my life and my choices.*

The partner's support in choosing a seafarer profession was shown by only two of the participants in the study and only those whose partners work with them on the ship. In addition, the partner's support would be - in their opinion - possible only if the pair would work at the same time on the same ship. However, such a situation would be difficult to consider as potentially permanent: *I sailed with my partner. He protected me in the crew and thanks to him I survived the practice without prejudice. But at the end. It means he's swimming and I'm not. He does not really encourage me anymore, I do not want to swim, but I do not want to. It is difficult to swim together then. Some shipowners do not want couples on the ship. Besides, I will have time to look after my family. Some of the respondents did not function in a partnership, which resulted in emphasizing their independence in making choices: I do not have a partner, so I do not have to ask anyone for an opinion. How will I find it; How I find a partner is only one who will accept my way of working. I want to fulfill my dream of working at sea and he must support me in this.* In the case of other people, negative attitude of partners to work at sea by women was underlined, which translated into a lack of support from their side. The following types dominated here*: Definitely NO! I definitely do not have support from him. Once I did not think about it at all, but about 5 months ago my boyfriend said he would not want me to work at sea. It was enough that he heard rumors about sex on the ships. There are stories like this, what's not going on, people are surprised. And colleagues told him that such ladies working at sea are sex goods, so you understand how he reacted. But I explained to him that I'm not like that. He must trust me, or why this relationship? So I went at sea and going to practice; My word: God! With so many guys on this ship, what are you doing? And there was a difficult conversation; And I will not continuing this job after finishing my studies. My partner is working at sea and that's enough. I am staying in the maritime working climate, but on land. I want to have a family and children and work at sea will probably make it difficult for me (F2).* The last of the speeches indicates not only the lack of support from the closest environment, but also the possibility of self-discrimination of women on the labor market, which results from a low assessment of their own chances by women themselves. Under the influence of such experiences or lack of support, they may have a tendency to negatively assess their chances of working at sea. Self-discrimination may also concern, as in the last case, the withdrawal of the decision on a maritime career, joining with the plans to found a family and the expected collision of social roles. It is worth pointing out that although these plans are often very distant and incomplete, they can cause passivity of women in competition for a job or promotion to higher positions.

In view of the lack of support declared by the majority of respondents in the next social environment, as well as a certain amount of passivity towards stereotypically perceived trajectories of female socialization and paths of "life careers" determined by the culturally created expectations of ways to fulfill the social roles of a woman, wife and mothers, it is worth considering the possibility of introducing, during the first year of studies, educational intervention regarding shaping women's awareness of the cultural determinants of their life choices. In the light of the collected data, the lack of support for educators (academic staff or instructors) in terms of the choices made by students is particularly worrying. In general, there is no question of gender diversity in the maritime sector: In general, this is not mentioned. They focus on navigating, meteorology, loading, etc., but such conversations about life on a ship in the crew are somehow not seen too much. And then you can be surprised how to get on the ship. Only during additional training related to the STCW Convention, the students experienced situation when one of the lecturers talked about the situation of women on the ship, paying attention to both negative and positive aspects of their situation and characterized the problems that may be associated with taking up employment in a male-dominated environment. A positive phenomenon is that the students did not meet with the form of discrimination during their studies on the part of the cadres: *For sure no one was discouraged so that I would hear that the girl is not fit for the sea. However, they pay attention to "pretending" that the maritime labor market is open to everyone to the same extent, which does not help them to prepare to work in the profession: At university, I felt equal and I would not think about you that the girls are not pleasurable seen. And nobody told me about these things. And then contact with the sea and you can be surprised. I experienced it myself. If I knew before, maybe I would be prepared for the misconceptions that happened to me. Respondents in their speeches spontaneously directed their attention to the need to take into account the issue of gender and defense against gender discrimination in education preparing for the profession: I believe that there should be activities that will spare us a later shock during internships. That would be good at sea. I would like to learn how to be assertive. That I would know what to answer in such situations. How to deal with it, because I stood before this sailor and I could not take it away; As for me, you have to learn what mobbing is all about. Because I have the impression that the guys on the ship do not know it, and I think sometimes too. Either they are afraid to react or they do not know the roads, what can they do formally? I would like to learn about it. Where can I call, who will help me. And nobody told us about it during their studies.*

Summing up the remarks concerning the lack of educational support for women preparing to work at sea, it is worth paying attention to the need to broaden the content of education (both first and second cycle) issues related to gender inequality, as well as referring to other manifestations of inequality that may occur in saturated with diversity of sea-ship crews regarding ethnicity, religion, age or sexual preferences. The introduction requires workshops on interpersonal communication with elements of negotiation or conflict solving strategies. The study program should also include a reliable analysis of professional practices in terms of possible social problems on the ship. It is worth taking a look at whether the intern's supervisor has been envisaged and what tasks have been entrusted to him. The following analysis of problems related to the implementation of practices also indicates large deficiencies in this matter.

The majority of problems with the respondent's support were encountered by crewing companies and/or representatives of the shipowner, with whom they wanted to take up internships. None of the respondents had positive experiences here. Two of them stated that "*after acquaintance they were doing the internships": In my life I would not find a practice without knowing it! Nobody wanted a woman.* In the case of the others, negative statements about their own experiences related to the attempt to implement the practices were dominant*: From shipowners and crewing companies can only be heard not for women, because it is a heavy physical job and we are looking for men to work; in the company they said no, because they have problems with a separate cabin for me and social facilities. And I did not say that I must have special considerations; I only heard: leave the papers and that's it. They never called back. They were taking for holy peace.* These statements indicate the occurrence in the recruitment process of elements of horizontal professional segregation based on the sex criterion, which amounts to a relative impairment in the possibility of finding a job in the environment recognized as male and contributes to the concentration of professional activity mainly in several areas of employment, leading to the crowding of women in selected, usually less paid, sections and professions. In the case of employment at sea, the passenger and cruise ships sector is the sector that is the most proportional among the employed women.

The respondents also paid attention to the active participation of women in the practices of discrimination on the grounds of sex: *they was saying directly to me: no, because you are a girl, and what is interesting, the recruitment was also done by women. Help us quickly reject it, And you know you're right? After all, many of these recruiters could help us find a job. They should understand how difficult it is for us, but they only hide behind the shipowner's policy, I was rejected by the lady who had only recently worked alone at sea and left because of her age. She said that where am I pushing the sea? Why do I need it? And they accepted my classmate in my place.* The last three statements indicate that there may be a phenomenon of self-discrimination based on the fact that women, instead of organizing themselves, supporting each other, fight and discriminate. The phenomenon of self-discrimination can play an important role in various areas. Here it occurred as an element of the discrimination of the type of employment during the recruitment process by recruiters - women. Self-discrimination on the labor market is a variation of human capital-type discrimination, especially in a situation where women are restricted to access to factors that increase the efficiency of their work (i.e. education, vocational training or professional practice), as a result of which women have also limited access to higher positions in the future (B. Kalinowska-Nawrotek, 2004). In the case of EU countries, there are no formal contraindications restricting access to education aimed at acquiring qualifications necessary for work at sea - such as access to practices. The problems related to the organization of maritime practices described by the respondents, however, indicate the existence of informal mechanisms limiting the possibility of successfully completing the education process (apprenticeship is an indispensable element of completing studies in the field of "navigation").

Noteworthy are, however, statements indicating the occurrence of positive discrimination, consisting in reserving quotas for representatives of specific social groups, in this case women, which is to guarantee compliance with the principles of participation equality and to counteract gender-based exclusion. Unfortunately, these practices sometimes take the form of a facade, as it was the case recalled by one of the respondents: *I immediately searched for foreign ship owners, but the first practice was a mistake. I guess they did not really want me, and rather took the correctness to show that they have a female trainee.* The respondents show that the policies of some crewing companies and bureau offices are marked by discriminatory social institutions. They have formal and informal social practices that limit or exclude women and, in consequence, block their access to the maritime labor market. As a result of experiencing negative situations while studying or at the beginning of a career, it is possible to have a knock-on effect affecting the fate of women, resulting in their withdrawal from the chosen path of education and professional development plans. Several respondents indicated that negative experiences at sea are a source of decision to give up their previous professional plans*: I do not have the strength to work like this: first to find a job and then on a ship. It's a nice job, but not for me. Damage to life.*

The key issue for the analysis of the educational experience of women preparing for the seafarer profession is their experience of the implemented maritime practices as a component of the study program. The experiences of women in this case are varied. For some of them, negative and sometimes even traumatic experiences become the source of doubts regarding the accuracy of the choice of studies, for others - they can be an experience building and strengthening the conviction about properly made choices. Of particular importance in this respect are the relationships with the male-dominated crew*: I did not have any bad experiences, even though I was not the only woman on the container ship, I have never been on the passenger ship. It was very nice and everyone was helping me; It was thanks to the sailors that I went to the sea. I worked before the studies as a waitress on a boat, which floated by the porch and it was so good that afterwards I went to the maritime school*. During sea practices, women feel particularly "exposed" against the background of the men's environment; they feel watched and evaluated: *As I entered, they fell silent of course, but I heard so much. Not just about sex, but about it: and you saw how she did it? And how was she dressed, and what flip she was, and why she wants us here; They judge - so much so that there is a woman on the ship and if the women were earlier, especially those who took advantage of the fact that they were women and made a bad image, it would take me half a year to change it! I've been persuading them for half a year. But it worked and then it was ok.* Experiences from practice indicate the existence of very serious problems, such as the stereotyping of the image of a woman at sea as clumsy and unable to work (*it is immediately assumed that if you are a woman, you will not be able to cope because you are just a woman; I just heard: what did they send me here, that even a woman will not get a good cum, do we have to beat for a month for her?*), degrading treatment, for example, ridiculing (*Or that it was funny when I did something*); stigmatization, and sometimes mobbing (*Unfortunately, I ended up with my office phone because the situation was very bad and I was molested*) *Fortunately, the office reacted and it was lucky that my third ship was a nightmare, because of the captain. I was humiliated by everyone and it was very much I ended up leaving the ship for health reasons, and the rest of the crew looked at it, no one helped me, they were passive and pretended that there was no problem, not that they joined him, but they turned around, that's all I was alone.*

**CONCLUSIONS**

Due to the nature of the presented publication, only problems appearing in the area of ​​apprenticeship are just indicated and they certainly require a broader discussion in a separate place. Nevertheless, due to their scope, weight and the specific position of female apprentices who are in a social isolation situation and often unable to find support among other crew representatives. The Authors recognize the need for a deeper educational intervention in the course of marine practices as a component of the study program. It would be about the prior "equipment" of trainees in the psychological efficiency of dealing with difficult situations, including in situations of increased mental stress, exposure to stress, conflict, etc. It also seems necessary to increase the scope of university care over the student - a practitioner, consisting of constant contact, mentoring and - in case of need - for example remote consultation psychological (and the collected data are indicative of the real possibility of this type of need). The respondents also drew attention to the need for education in the scope of conflicts of their own emotions in difficult situations on the ship, trainings in building self-confidence in the moulganised environment of labor or on-board communication. In their opinion, trainings should concern both genders, in order to prepare people for cooperation in diversity conditions. The two respondents also openly pointed to the need to make men's seafarers aware of the "discreet limits" of sexual harassment - at the same time they pointed out that crossing them most often occurs during conversations considered to be "ordinary" and "everyday": *People have different sensitivity and [the point is] that they should not ask us for private and sexual life, and they did not speak about other and stupid comments*. Elements related to the shaping of the cultural and psychological competence of seafarers should also be more widely taken into account within selected STCW cursives. Many of them are obligatory and repeated in a five-year cycle. It is worth to ensure that their content is updated and also include elements of new trends related to working in a multicultural environment.

**REFERENCES**

Badania jakościowe, tom 2, (red.) Jemielnik D., Wydawnictwo Naukowe PWN, Warszawa 2012.

Chassonnery-Zaigouche C., Kenneth J., Arrow on the Economics of Discrimination: Beyond Market Based Explation?, 13th Annual Summer Institute Conference Papers, Univercity of Richmond, 2013.

Czarnota-Bojarska J., Dopasowanie człowiek-organizacja i tożsamość organizacji, Wydawnictwo Naukowe SCHOLAR, Warszawa 2010.

Czarnota W., Wybory życiowe młodych Polek. Przyczynek do antropologii kobiety, PWN, Warszawa 2015.

Denzin N. K., Lincoln Y. S. (red.), Metody badań jakościowych, Wydawnictwo Naukowe PWN, Warszawa 2009.

European Commission, Study on EU Seafarers Employment. Final Report; EC DGMT DCMOVE/C1/2010/

148/SI2.588190.

Flick, U., Projektowanie badania jakościowego, tłum. P. Tomanek, Wydawnictwo Naukowe PWN, Warszawa 2010.

Gawrycka M., Wasilczuk J., Zwierzch P., Szklany sufit i ruchome schody - kobiety na rynku pracy, CeDeWu, Warszawa 2011.

Gerlach R., Pozaszkolna edukacja zawodowa wobec zmian cywilizacyjnych. Nowe trendy i wyzwania, Bydgoszcz 2019.

Kalinowska-Nawrotek B., Formy dyskryminacji kobiet na polskim rynku pracy, Ruch Prawniczy, Ekonomiczny i Socjologiczny, ROK LXVI, z. 2, 2004.

Kamasz E., Pilarska N., Wielość ról w życiu współczesnych kobiet, [w:] Dylematy współczesnych ludzi. Radzenie sobie z wielością ról i zadań, Difin, Warszawa 2015.

Manpower Report, The global supply and demand for seafarers in 2015. BIMCO/ISF, (2016), http://www.ics-shipping.org/docs/ de- fault-source/resources/safety-security- and-operations/manpower-re port-2015-executive-summary.pdf?sfvrsn=

Sielska A., Dyskryminacja instytucjonalna kobiet na polskim rynku pracy, CeDeWu, Warszawa 2017.

Wolf A., X Faktor. Jak pracujące kobiety tworzą nowe społeczeństwo, Warszawskie Wydawnictwo Literackie MUZA SA, Warsza¬wa 2015.

**EMPIRICAL ANALYZES OF THE CAUSES FOR GENDER INEQUALITIES IN THE MARITIME PROFESSION**

Assoc. Prof. Tatyana Madjarova

Nikola Vaptsarov Naval Academ

tmadjarova@gmail.com

Assoc. Prof. Dr. Siyana Lutzkanova

Nikola Vaptsarov Naval Academ

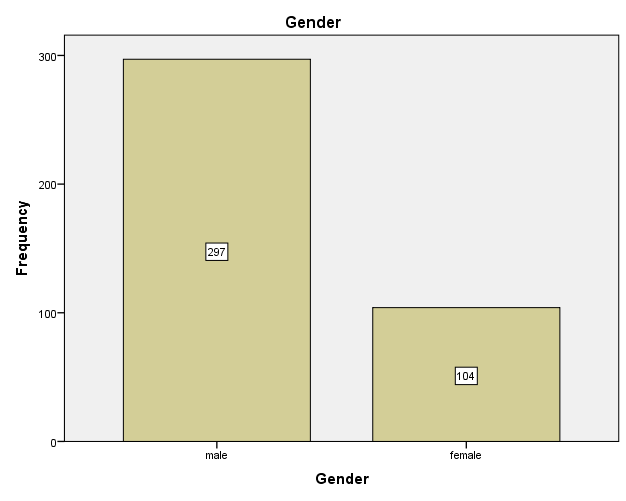
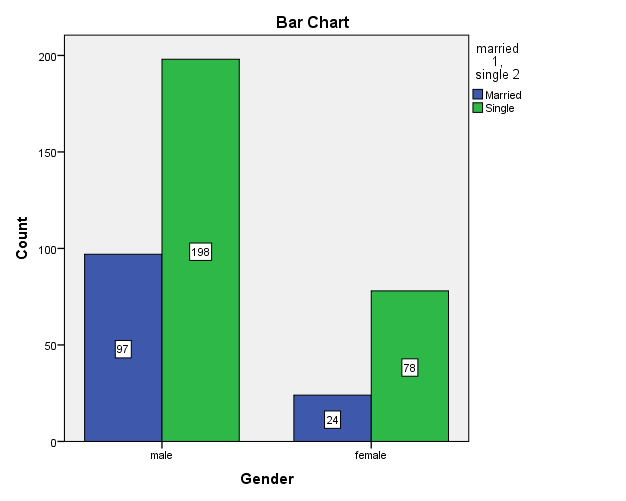
s.lutzkanova@abv.bg

**ABSTRACT**

*Based on the empirical research of a study with 401 respondents from different maritime domains the paper identifies some causes for gender inequalities in the seafaring profession. The study analyzes the physical and social obstacles for integrating female seafarers in the specific maritime environment.The results of the survey confirm that men and women differ in the attitudes they have for the working environment on a ship. The measurement scale used is reflected in the single-factor analysis.The conclusions contribute to the development of additional training courses for maritime universities to be prepared to give their students the necessary knowledge to reduce the gender differences in their future work on a ship.*

**INTRODUCTION**

The purpose of this study is to identify the causes of gender inequalities in the seafaring profession. The presented study is an attempt to study the collective response of representatives of the Bulgarian seafaring professions of both gender.The study includes 401 participants who live in Bulgaria with an average age between 20 and 50 and over 50 years. Of these, 297 are men and 104 are women. They areOOW, Masters, Yacht masters, Fishing vessel masters, Pilots, Harbour master office employee, VTS operators, Maritime education and traininglecturers and others (students, deck cadets, trainee etc.). In order to verify the hypothesis that the arithmetic mean of the main causes of gender inequalities in the seafaring profession for men and women is different, a one-factor analysis was carried out.



**SURVEY DESIGN AND CONDUCT**

The study consists of two scales that analyze the physical and social causes of gender inequalities.

The **physical causes** of gender inequalities in seafaring professions are

• additional working hours - weekend and holiday work;

• insufficient or no work rest;

• physical overwork, insomnia.

The **social causes** of gender inequalities in maritime professions are

• Prejudice created by stereotypes related to the presence of women on board the ship

• Relationships between ship's crew members due to the presence of women and the multicultural environment;

• Attitudes of respondents to working conditions in their pay;

• Career development;

• The risk of sexual harassment of women on board the ship;

• External factors (lack of support to female friends and family, due to childcare responsibilities, lack of training in the maritime university for working on a multi-crew vessel etc).

*Respondents answered to 7 sociodemographic questions and to 50 questions using the Likert's 5-scale format.*

*Data was collected throuhout the year 2018. The anonymity of the surveyed persons is preserved.*

**RESULTS**

Researching the **physical causes of gender inequalities**, the following results were obtained:

A statistically significant difference was found, F (1,389) = 13,708, p <0,05 for the answers to question 16 "**After their first experience, the female crew still want to stay on the board"** for both gender. The majority of women intend to remain on board a ship after their first attempt while men are reluctant to think this will happen. The magnitude of the effect η = 0,18, which is calculated using the coefficient eta is less than the average or less than typical under interpretation made by Cohen (Cohen, 1988). The posthok test Tuki HDS (Tukey) was applied, which showed that the arithmetic mean value for the male group (M = 2.74) was statistically significantly different from the arithmetic mean values ​​for the female group (M = 2.35).

Differences are observed in the answers of men and women to question 34 **"The female crew members are paid less if they do the same job as men"** -F (1,389) = 13,477, p <0,05. Most men do not think that women are paid less if they do the same work on a ship as they do while the majority of women have the opposite opinion. The magnitude of the effect η = 0,18, which is calculated using the coefficient eta is less than the average or less than typical under interpretation made by Cohen (Cohen, 1988). A Tukey HDS (Tukey) post-hoc test was used, which showed that the arithmetic mean value for the male group (M = 3, 41) was statistically significantly different from the mean arithmetic values ​​for the female group (M = 2.88).

The statistics made on the answers to question 37 **„Starting from the entry stages, the women are told and advised about the negative aspects of maritime career“**show differences in the opinions of both gender - F (1,389) = 11,791, p <0,05. For the most part, women agree that when they get on a ship, they are informed of the negative aspects of the seafaring profession, while men are not convinced of it. The magnitude of the effect n = 0.17, which is calculated using the coefficient eta, is small or less than the typical according to Cohen's interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-hoc test has been used, that the arithmetic mean for the men group (M = 2.68) was statistically significantly different from the arithmetic mean values ​​for the group of women (M = 2.33).

Different opinions between men and women occur on question 40 **"I feel the women's staff have to work harder to be accepted as equal by the male counterparts and the supervisors**" - F (1,389) = 4,205. The majority of women agree that they have to work more than men to be accepted as equal to them, and a great deal of men are not convinced that this is necessary. The magnitude of the effect n = 0.1, which is calculated using the coefficient eta, is less than the average or less than the typical according Cohen interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-hoc test showed that the arithmetic mean for the males group (M = 2,7) was statistically significantly different from the arithmetic mean ​​for the female group (M = 2,43).

The research of **the social causes of gender inequalities** showed that there are **prejudices,** created by stereotypes, related to the presence of women on board the ship.

A statistically significant difference was found, F (1,378) = 29,839, p <0,05 between the answers to question 31 **"The successful achievements of a female are usually ignored"** for both gender. Most men believe that women's achievements are not neglected until women think this is happening. The magnitude of the effect n=0.27, which was calculated using the coefficient eta, was average or typical according to Cohen's interpretation (Cohen, 1988). A Tukey HDS post-test (Tukey) was used which showed that the arithmetic mean of men (M = 3.37) was statistically significantly different from the arithmetic values ​​for the female group (M = 2.67).

Differences are observed in the answers of men and women to question 33 **"It is difficult for women to find appointments on board ships because the shipowners are biased against women"** -F (1,378) = 10,275, p <0,05. Most women think that it is difficult for them to find a job on board because of prejudices about shipowners' stereotypes about women's abilities. Men's opinion on this issue is neutral. They think that only occasionally this can be a problem. The effect of n = 0.16, which is calculated using the coefficient *ета*, is less than the typical Cohen interpretation (Cohen, 1988). Here, HDS (Tukey), which showed that the arithmetic mean for the male group (M = 2.89) was statistically significantly different from the arithmetic mean for the women group (M = 2.48).

The statistics made on the answers to question 47 **"Subordinates on ship may sometimes ignore the orders of female crew"** showed differences of opinion between the two gender - F (1,378) = 8,583, p <0,05. Women for the most part agree that sometimes men can ignore their orders if they are their superiors. Men think this may happen sometimes and rather disagree. The magnitude of the effect n = 0.15, which is calculated using the coefficient *ета*, is less than the typical Cohen interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-hoc test has been used to show that the arithmetic mean for the males group (M = 3.09) is statistically significantly different from the mean for the female group (M = 2.74).

Regarding the **relationship between the crew members of the ship caused by the presence of women on the ship** and the multicultural environment we got following results:

A statistically significant difference was found, F (1,369) = 9,949, p <0,05 for the answers to question 7 **"Female staff relations with the supervisors / senior staff are efficient and effective"** for both gender. Most women think that their relationships with the senior ones on board the ship are good, while men for the most part have no such impressions. The magnitude of the effect η = 0,16, which is calculated using the coefficient *ета*, is less than the average or less than the typical Cohen interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-hoc test was used, which showed that the arithmetic mean for the males group (M = 2.85) was statistically significantly different from the arithmetic mean values ​​for the female group (M = 2.45).

Differences were observed in the responses of men and women to question 8 **"Female personnel's relations with the peer staff on board are efficient and effective"** -F (1,369) = 8,905, p <0,05. Most women think that their relationship with colleagues on equal positions is good, while men respond that this is sometimes only true or neutral, this problem does not excite them. The magnitude of the effect n = 0.15, which was calculated using the coefficient *ета* is less than the typical Cohen interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-hoc test was used which showed that the arithmetic mean for male (M = 2.86) was statistically significantly different from the mean ​​for the female group (M = 2.49).

The statistics for answers to question 9 **"Female personnel's relations with the junior staff / subordinates are efficient and effective"** showed differences of opinion between the two gender - F (1,369) = 10,925, p <0,05. Women for the most part agree that their relationship with the subordinates of the ship is good, while most men give a neutral answer. The magnitude of the effect n = 0.17, which is calculated using the coefficient *ета*, is less than the typical Cohen interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-test was used to show that the arithmetic mean for the males group (M = 2.81) is statistically significantly different from the arithmetic values ​​for the female group (M = 2.43).

Different opinions share the male and female representatives included in the statistical survey on question 32 **"When a female crew member made a mistake, feedback and reaction are exaggerated"** - F (1,369) = 27,472, p <0,05. The majority of women agree that crew members react exaggeratedly to the mistakes they have made. Men disagree on this issue. The magnitude of the effect n = 0.26, which is calculated using the coefficient *ета*, is average or typical according to Cohen's interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-test was used to show that the arithmetic mean of men (M = 3.11) was statistically significantly different from the arithmetic values ​​for the female group (M = 2.42).

There is a difference in the opinions of men and women on question 39 **"The decisions and ideas of female staff are continuously criticized and questioned"** -F (1,369) = 25,84, p <0,05. Men do not think that women's ideas and decisions are criticized and questioned while women give a neutral answer, they think this happens sometimes. The magnitude of the effect n = 0.26, which is calculated using the coefficient *ета*, is average or typical according to Cohen's interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-test was used to show that the arithmetic mean of men (M = 3.21) was statistically significantly different from the values ​​for the female group (M = 2.58).

A problem in the communication between the bothgroups showed the statistical results on question 41 **"The female crew members feel lonely and helpless onboard the ship"** - F (1,369) = 8,313, p <0,05. According to women this sometimes happens, rather, they disagree. The magnitude of the effect n = 0.15, which is calculated using the coefficient *ета*, is less than the average or less than the typical Cohen interpretation (Cohen, 1988). A Tukey HDS (Tukey) posthoc test showed that the arithmetic mean value for the males group (M = 3.26) was statistically significantly different from the arithmetic values ​​for the group of women (M = 2.88).

Different is the attitude of men and women on question 49 **"I would prefer at least some women to work with me on a ship"** - F (1,369) = 19,687, p <0,05. While the majority of women agree, that they would like to have at least one other woman in the crew of the ship, then their men are more careless or rather disagree. The magnitude of the effect n = 0.23 which is calculated using the coefficient *ета* is close to the mean or typical Cohen interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-hoc test was used which showed that the arithmetic mean for the male group (M = 2.8) was statistically significantly different from the arithmetic values ​​for the female group (M = 2.21).

According the **career development and perspectives for promotion**:

A statistically significant difference was found, F (1,390) = 12,752, p <0,05 for the answers to question 20 **"The male counterparts perceive the female crew members as a threat in competition for better positions"** for both gender. Most women believe that men perceive them as competitors for better positions, while men for the most part do not think so. The magnitude of the effect η = 0,17, which is calculated using the coefficient *ета*, is less than the average or less than the typical Cohen interpretation (Cohen, 1988). A Tukey HDS post-hoc test (Tukey) was used, which showed that the arithmetic mean value for the male group (M = 3.08) was statistically significantly different from the arithmetic mean values ​​for the female group (M = 2.65).

Differences are observed in the answers of men and women to question 30 **"When a woman succeeds in her job male staff will be jealous of her"**, F (1,390) = 21,949, p <0,05. Most women believe that men are envious of a woman who can prove herself in the profession while men are on the contrary opinion. The magnitude of the effect η = 0.23, which was calculated using the approximate coefficient *ета* is close to the average or to the typical Cohen interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-hoc test was used which showed that the arithmetic mean for the male group (M = 3.13) was statistically significantly different from the arithmetic values ​​for the female group (M = 2.48).

The statistics on the answers to question 42 **"I think the behavior of the male staff discourages the female staff to perform better"** showed a difference in the opinions of both - F (1,390) = 19,169, p <0,05. Women for the most part agree that men discourage them from working better, while most men are on the opposite opinion. The magnitude of the effect η = 0.21, which is calculated using the coefficient *ета*, is small or less than the typical Cohen interpretation (Cohen, 1988). A Tuky HDS (Tukey) post-hoc test was used to show that the arithmetic mean for the males group (M = 3.17) was statistically significantly different from the arithmetic values ​​for the female group (M = 2.65).

The differences between men and women included in the statistical survey on question 46 **„Women working at sea have less chance to be promoted to higher position than men“**F(1,390) = 24,671, p <0,05. Most women think they have less chance of being promoted than men. The men included in the study disagreed on this issue. The magnitude of the effect n = 0.24, which is calculated using the coefficient *ета*, is average or typical according to Cohen's interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-test was used to show that the arithmetic mean of men (M = 3.18) was statistically significantly different from the arithmetic values ​​for the female group (M = 2.57).

Researching the **Risk for sexual harassment on female staff onboard:**

There is no statistically significant difference between the both men and women on question 27 **"Women in maritime are likely to experience some form of sexual harassment."** Men and women for the most part report that women in maritime professions are likely to experience some form of sexual harassment. The arithmetic mean for men (M = 2.65) is close to the arithmetic mean for women (M = 2.67).

According influence from **External factors**(lack of support for women by friends and family, due to childcare responsibilities, lack of training in the maritime university for working on a multi-crew ship etc.).

A statistically significant difference was found, F (1,384) = 9,815, p <0,05 for the answers to question 15 **"Both women are encouraged by the family to get a maritime education (for both on board and onshore assignments)"** for both gender. Most women believe that their family encouraged them to choose a seafaring profession, while men for the most part responded that this was partly true. The magnitude of the effect η = 0.16, which was calculated using the coefficient *ета* is less than the average or less than the typical Cohen interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-hoc test was used, which showed that the arithmetic mean for the males group (M = 2.93) was statistically significantly different from the arithmetic mean values ​​for the female group (M = 2.57).

Differences were observed in the responses of men and women to question 18 **"I would encourage other women to work in the maritime sector"** -F (1,384) = 23,497, p <0,05. Most women would encourage other women to work in the maritime sector, while men would in part do so. The magnitude of the effect n = 0.24, which is calculated using the coefficient *ета*, is average or typical according to Cohen's interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-test was used to show that the arithmetic mean of men (M = 2.94) was statistically significantly different from the arithmetic values ​​for the female group (M = 2.28).

The statistics to question 43 **"Female professionals could perform better if they were given a prior education on working in a male dominated workplace"** showed differences of opinion between the both - F (1,384) = 5,494, p <0,05. For the most part, women agree that they would do better at their ship's workplace if they have received pre-school education to work in a men-dominated environment while men are not convinced of it. The effect of n = 0.12, which is calculated using the coefficient*ета*, is less than the typical Cohen interpretation (Cohen, 1988). A Tukey HDS (Tukey) post-hoc test was used which showed that the arithmetic mean of the male group (M = 2.77) is statistically significantly different from the mean for the group of women (M = 2.49).

**CONCLUSIONS**

The single-factor statistical analysis of the causes of gender inequalities in seafaring professions has shown that there are differences in attitudes between men and women on various questions of the conducted survey.

Many women experience difficulties in their realization in seafaring professions, which are not appreciated by the men who participated in the survey. For a very small part of the problems concerning the equality of women in the seafaring profession, the respondents are in the opposite opinion. Majority of men give a neutral answer to those specific aspect, which leads to the conclusion that they do underestimate the challenges faced by women who have chosen the seafaring profession.

Every person perceives and experiences differently his/her gender identity. However, the presented study is an attempt to study the collective response of representatives of the Bulgarian seafaring professions of both gender. The results of the survey confirm that men and women differ in the attitudes they have for the working environment on a ship. The measurement scale used is reflected in the single-factor analysis.

Teaching students and cadets to work in a male-dominated environment would have a significant impact on the formation and development of the gender roles of the future maritime specialists.

It is of great importance that lecturers in maritime universities are prepared to give their students the necessary knowledge to reduce the gender differences in their future work on a ship.

The naval and maritime universities are the institutions in which maritime specialists are educated to take over the management position onboard. It is necessary to include subjects in the curriculum to give them knowledge of gender differences and to contribute to the openness to gender diversity on a ship and all its related manifestations and aspects.

**REFERENCES**

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. 2nd Ed.: Library ebook.Tukey, John (1949). "Comparing Individual Means in the Analysis of Variance". [Biometrics](https://en.wikipedia.org/wiki/Biometrics_(journal)). 5 (2): 99–114. [JSTOR](https://en.wikipedia.org/wiki/JSTOR) [3001913](https://www.jstor.org/stable/3001913).

**EMPIRICAL RESEARCH ON SOME EXISTING CONSTRAINTS FOR GENDER EQUALITY IN THE MARITIME DOMAIN**

Assoc. Prof. Dr. Tatyana Madzharova

Nikola Vaptsarov Naval Academ,

[tmadjarova@gmail.com](mailto:tmadjarova@gmail.com)

Assoc. Prof. Dr. Siyana Lutzkanova

Nikola Vaptsarov Naval Academ,

[s.lutzkanova@abv.bg](mailto:s.lutzkanova@abv.bg)

**ABSTRACT**

*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****.*** *The study aims to consider the mentioned efforts in a profession which is still men-dominated. Moreover, the maritime profession has many branches, industries, completely different contexts regarding f.ex. the difference between working onshore and at sea. The maritime profession is very broad and strong internationalised. Not only gender equality, but cultural, religious self-awareness and many other differences play important role in the maritime domain. Looking specifically at national level would be too narrow so the presented research should be incorporated into an international context in order to define some common approaches and policies.*

**Introduction**

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 (issue 33 of State Paper, 26 April 2016). 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.

This study aims to consider the mentioned efforts in a profession which is still men-dominated. Moreover, the maritime profession has many branches, industries, completely different contexts regarding f.ex. the difference between working onshore and at sea. The maritime profession is very broad and strong internationalised. Not only gender equality, but cultural, religious self-awareness and many other differences play important role in the maritime domain. Looking specifically at national level would be too narrow so this study should be incorporated into an international context in order to define some common approaches and policies. In compliance with all international standarts the goal is to suggest a set of learning and training activities to implement the research outcomes of the Maritime Education Network to Orient and Retain Women for Efficient Seagoing Services (MENTORESS) project.[[2]](#footnote-2)

**Legal Framework**

This article presents outcomes of a multi-dimensional survey drafted on problematic issues (i.e. professional, economic, social, cultural) encountered by the women professionals in various maritime on board assignments, as to forth determine the ways of a better integration of female seafarers in the maritime work environment, for the benefit of all parties concerned. The questionnaire consists of 50 questions which for the purposes of better results implementations are grouped in 5 strategic goals and priority areas according to the Bulgarian **National Strategy for Promoting Gender Equality 2016-2020.[[3]](#footnote-3)** 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.

The above mentioned objectives are applied on the maritime professional domain. The results are summarized in the following priority areas:

**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 between pay, 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 of equality 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.);

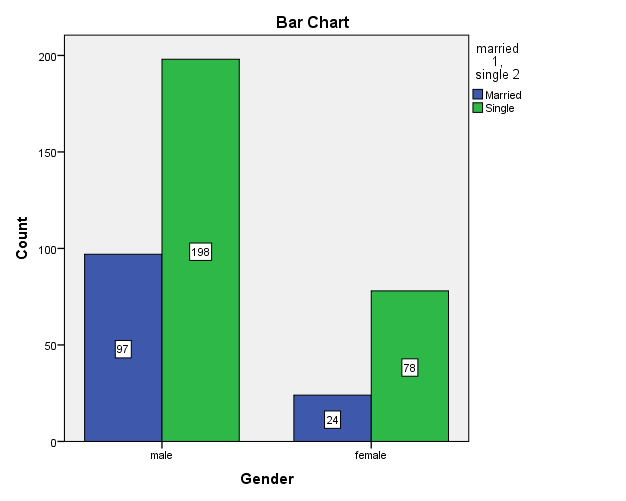
By evaluating the questions’ outcomes the aim is to research which are the main obstacles and challenges in the implementation process of the respective strategic objectives (the respective key actions). Which steps are to be taken in tackling them would be the next step after evaluating the problematic issues based on strictly followed scientific and empirical methods.

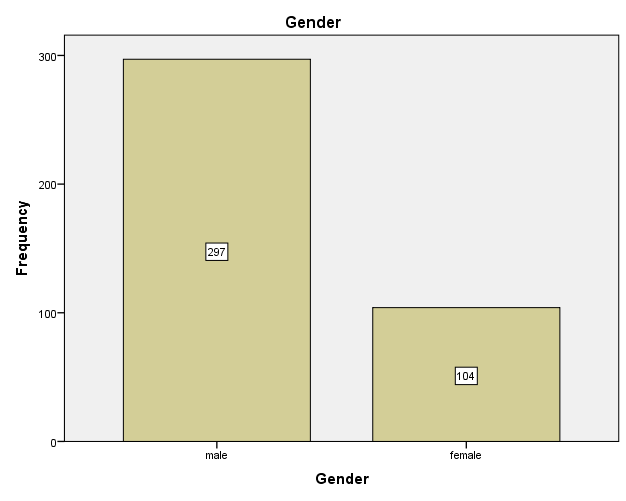
**METHODOLOGY**

The purpose of this study is to find out whether there are gender differences:

* in the professional development of seafarers
* in the payment of the work of seafarers
* in the relationship between the crew members
* in the attitudes of teachers, trainers and practicing maritime professions

The **research methodology** is conducted by SPSS. The study includes 401 participants who live in Bulgaria between 31 and 40 years of age. Of these, 297 are men and 104 are women. Respondents are OOW, Masters, Yacht Masters, Fishing Master, Pilots, Harbor Master Officers, VTS Operators, Maritime Education and Training Electors and others (students, deck cadets, trainees, etc.). The ratio of married to single men is 1: 2, and for women 1: 3.





The questionnaire’s format is according to the standards of five-level scale of Likert. The instrument quality analysis is carried out by studying the internal consistency of the strategic objectives with **Cronbach’s internal Alpha coherence coefficient.**

The overall Cronbach’s internal Alpha coherence coefficient for the conducted study is 0**.871.**

The initial values of the internal consistency coefficients for each of the strategic objectives are:

* 0.685 for strategic objective 1, the strategic objective 1 will lose one question so the Cronbach coefficient reaches 0.692.
* The questionnaire does not provide enough relevance so objective 2 should be subject of additional research.
* 0.718 for strategic objective 3.
* 0.737 for strategic objective 4,
* 0.769 for strategic objective 5.

Using the Pearson correlation coefficient, the assessment of the linear relationship between the scales for the questionnaires related to objective 1, objective 3, objective 4 and objective 5 and *self-assessment* was measured.[[4]](#footnote-4)

In order to study the difference between the different age groups and professional experience of the priority areas of equality defined in the National Strategy for Promoting Gender Equality, one-dimensional (ANOVA) and multi-factorial (MANOVA) dispersion analysis was carried out. Five dependent variables are used: objective 1, objective 2, objective 3, objective 4, and objective 5. The independent variable for the first study is **age** of 4 levels, and for the second study **professional experience** with 6 levels.

In the five-dimensional single factor MANOVA analysis:

1. The sub-scale of *Increasing women's involvement in the maritime seagoing profession*, consisting of 16 questions in the Likert format. It is an interval variable. The survey matrix is ​​designated as objective 1. This is the first dependent variable.

2. The sub-scale of *Reducing gender-based gaps in the payment and total personal income*, which consists of 1 question in the Likert format. It is an interval variable. The survey matrix is ​​designated as objective 2. This is the second dependent variable.

3. The sub-scale of *Promoting Gender Equality in decision-making Processes*, consisting of 15 questions in the Likert format. It is an interval variable. The study matrix is ​​designated as objective 3. This is the third dependent variable.

4. The sub-scale of *Preventing gender-based violence*, which consists of 9 questions in the Likert format. It is an interval variable. The survey matrix is ​​designated as objective 4. This is the fourth dependent variable.

5. The sub-scale of *Overcoming the existing gender-based stereotypes in the maritime industry*, which consists of 20 questions in the Likert format. It is an interval variable. The survey matrix is ​designated as objective 5. This is the fifth dependent variable.

6. Variable **Age,** which takes 4 values ​​- 20-30 years with code 1, 31-40 years with code 2, 41-50 years with code 3 and over 50 years with code 4 and is nominal. The matrix of the study is designated Age. This is the independent variable (factor).

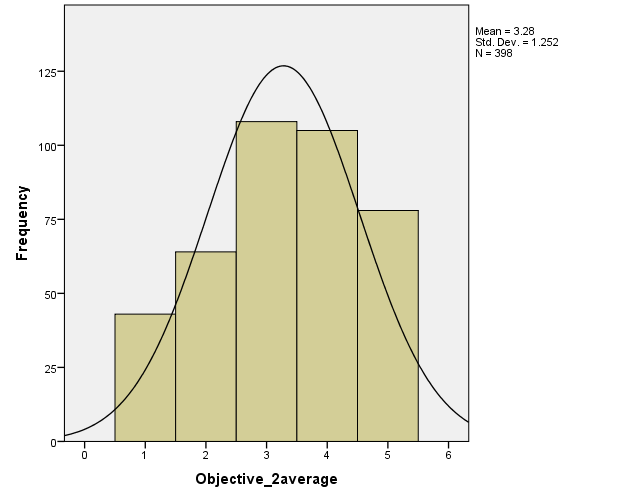
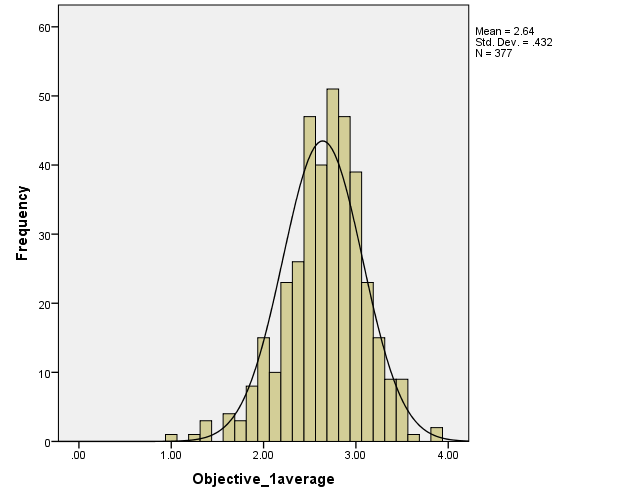
7. Variable **Professional experience**, which accepts 6 values ​​- (with no experience - code 1, with at least 6 months of seagoing service - with code 2, with at least 1 year of seagoing service - with code 3, with not less than 5 years of seagoing service - with code 4, with not less than 10 years of seagoing service - with code 5 and with more than 10 years of seagoing service - with code 6) and is nominal. The matrix of the study is named Experience. This is the independent variable (factor).

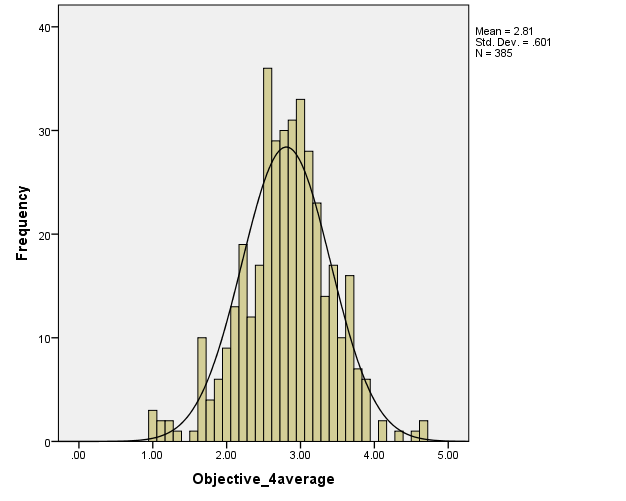
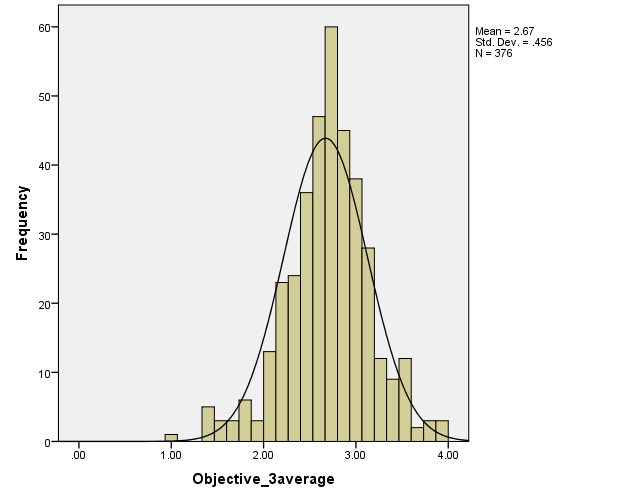
The prerequisites for conducting the multidimensional dispersion analysis for normality, linearity, one-dimensional and multi-dimensional abnormal observations, dispersion homogeneity and multicollinearity without any major deviations have been checked.

The method of Bonferroni was used in the analysis of the five single-dimensional dispersion assays.

**RESULTS**

The histograms presenting the results of the survey for the five priority areas of gender equality are presented in Figure 1.





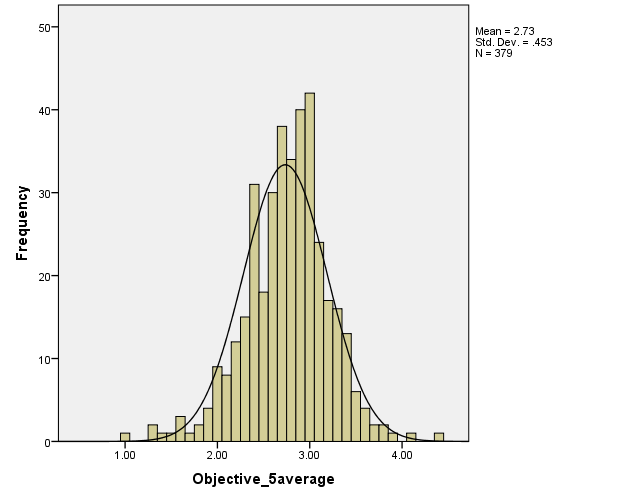


Fig. 1

The correlation analysis made using the Pearson correlation coefficient for Objective 1, Objective 2, Objective 3, Objective 4, and Objective 5 showed that the prerequisites for homogeneity and normality were not impaired. The linear correlation *r* between any two variables (questionnaire inquiries concerning *Increasing women's involvement in the maritime seagoing profession*) is less than typical. It takes values ​​from 0.233 to 0.751 at a significance level of 0.01. The number of people surveyed varies between 363 and 398 for individual issues. The magnitude of the effect is small or less than typical.[[5]](#footnote-5) Therefore, among the selected questions of the survey, regarding objective 1, there is very little linear dependence. This gives reason to believe that their inclusion is necessary for a full study of *Increasing women's involvement in the maritime seagoing profession*.

There is only one question pertaining to Objective 2 in the poll conducted. Therefore, no correlation analysis was required to study *Reducing gender-based gaps in the payment and total personal income.*

The linear correlation *r* between any two variables (*Promoting gender issues in decision-making processes*) is less than typical. It takes values ​​from -0,040 to 0,394 at p <0,01. The number of individuals surveyed ranges between 391 and 399. The magnitude of the effect is less than the typical or near to the typical. Therefore, among the selected questions of the survey, regarding objective 3, there is very little linear dependence. This gives reason to believe that their inclusion is necessary for a full study of *Promoting gender equality in decision-making processes*.

The linear correlation r between each of the variables (questions concerning *Prevention of gender-based violence*) is positive and varies from less than typical to larger and larger than typical. It takes values from 0.037 to 0.604 at p <0.01. The number of individuals surveyed ranges between 391 and 399. The magnitude of the effect is similar to the typical. Therefore, among the selected questionnaires of objective 4, there is a positive linear dependence, which for some is weak and for others medium or strong.

The linear correlation r between each two variables (survey questions concerning *Overcoming the existing gender-based stereotypes in the maritime industry*) fluctuates from negative less than typical negative to positive and larger than typical. It takes values ​​from -0.134 to 0.574 at p <0.01. The number of individuals surveyed ranges between 393 and 399. The magnitude of the effect is similar to the typical. Therefore, among the selected questions of the survey, regarding objective 5, there is a very weak to strong linear dependence. This gives reason to believe that their inclusion is important for the study of *Overcoming the existing gender-based stereotypes in the maritime industry.*

Subject of research is **the influence of the age and the professional experience of the surveyed individuals addressing and in the context of the issue of gender equality**. Figure 2 shows clustered bars of the survey results for the five priority areas.

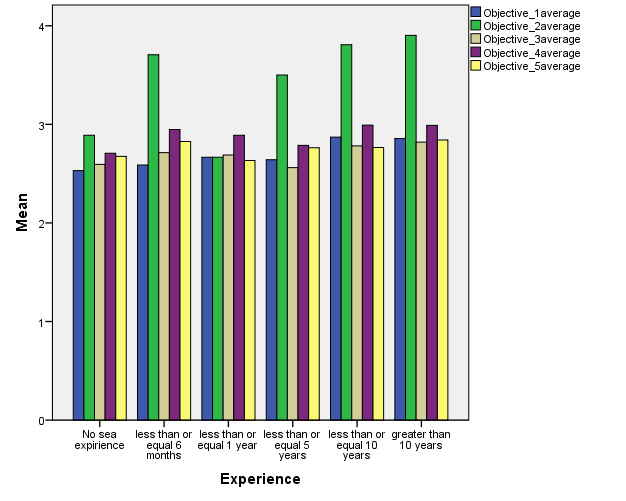
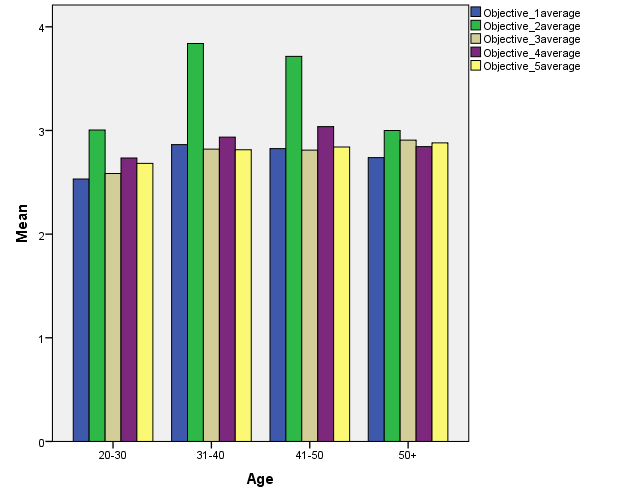


Fig.2

The Levene test of Homogeneity of Variances for the factors **Age** and **Professional experience** are not statistically significant. Consequently, the premise of homogeneity of the dispersions is not impaired.

The one-dimensional dispersion analysis (ANOVA) for the **Age** factor showed a statistically significant difference between the responses to the priority 1,2,3 and 4 surveys. The magnitude of the effect for objective 1 is n = 0,3643, for objective 2 - n = 0,3074, for objective 3 - η = 0,2653, and for objective 4 - η = 0,2234. It varies from small or smaller than typical to medium or typical. For objective 5, one-dimensional dispersion analysis showed no statistically significant difference in the ratio of different age groups to Priority 5. The magnitude of the effect for objective 5 is n = 0.1882, ie. less or less than typical.

One dimensional dispersion analysis (ANOVA) for the **Professional experience** factor showed a statistically significant difference between the survey responses for all priorities. The magnitude of the effect for objective 1 is η = 0,4041, for objective 2 - η = 0,4328, for objective 3 - η = 0,2574, for objective 4 - η = 0,2535 and for objective 5 is η = 0.1892. It varies from small or smaller than typical to big or larger than typical.

In the Multivariate analysis of Variance (MANOVA), the following results were obtained:

Box’s Test of Equality of Covariance Matrices for both observed factors and their influence on the objective variables 1,2,3,4 and 5, shows a level of significance of 0.003, which means that the premise of homogeneity of both covariance matrices is impaired.

A statistically significant difference was found between factors **Age** and **Professional experience.** For the combined dependent variable: Wilk's Lambda = 0.881, F (40.1428.154) = 1.057, p = 0.375 and multiparameter n2 = 0.025. When the results for the five dependent variables were analyzed separately, a statistically significant difference was observed in the corrected value of Bonferroni only for objective 2: p = 0.043, F (5.331) = 2.324 and partial n2 = 0.034. The magnitude of the effect is n = 0,1844, which according to Cohen is small or less than typical.[[6]](#footnote-6)

**CONCLUSIONS**

From the presented study and analysis we can draw the following conclusions:

• 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.

**REFERENCES**

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. 2nd Ed.: Library ebook.

National Strategy for Promoting Gender Equality 2016-2020, available at <http://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&Id=1218>

Rosenberg, M. (1965). Society and the adolescent self-image.Princeton, NJ: Princeton University Press.

Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): A re-evaluation of the Life Orientation Test. Journal of Personality and Social Psychology, 67, 1063-1078.

**The Dynamics of the Onboard Interpersonal Relations Based on Gender Issues. Study Case on Training Voyage Onboard MIRCEA Tall Ship**

*Associate Professor Dr. Carmen Luminita Cojocaru, Mircea cel Batran Naval Academy, Romania,* [*carmen.cojocaru@anmb.ro*](mailto:carmen.cojocaru@anmb.ro)

*Associate Professor Dr. Octavian TARABUTA,  Mircea cel Batran Naval Academy, Romania,* [*octavian.tarabuta@anmb.ro*](mailto:octavian.tarabuta@anmb.ro)

*Associate Professor Dr. Alecu TOMA,  Mircea cel Batran Naval Academy, Romania,*

[*alecu.toma@anmb.ro*](mailto:alecu.toma@anmb.ro)

**Abstract**

*The paperwork is aiming to reveal the interpersonal relations particularities arose on gender diversity onboard maritime ships, considering the conclusions drawn from a set of training voyages carried out, annually, on the summer practical stage, onboard Mircea Tall Ship, owned by the “Mircea cel Batran” Naval Academy. The data were collected alongside 2003-2010 training voyage and the statistical data were collected from direct interviews with the male and female cadets, carried out during the 2010 summer voyage. The conclusion were very encouraging for the diversity management point of view, no significant gap or misalignment being observed alongside the study, in regard of interpersonal dynamic and the determinant factors in a seagoing crew. The study is really useful for the future research onset, in order to be continued with a in-depth analysis of the collected data with the reference not only to the interpersonal relations but to the individual perceptions and performance as well.*

**INTRODuction**

During the summer time “Mircea cel Batran” Naval Academy uses to organize the annual onboard training at sea for its military cadets, both males and females, deck or engine specialties. The average number for the crew member is 220, out of which, 1/5 females, counting cadets from the Naval Academy (approx. 50, 2nd year of study) and from the Navy Petty Officers School (approx. 40, 2nd year of study). Beside the cadets, female commissioned and non-commissioned officers, teachers or other personnel categories, were deployed onboard as well, being taken under consideration within the drawn conclusions. For the study purposes were summarized the conclusions drawn alongside those voyages overtaken during 2003-2010, due to the fact that a psychologist has been deployed either onboard for special monitoring tasks, or assigned for specific evaluations before and after the training voyages. In fact, in 2003 ((i.e. 30th of July to 8th of August 2003), was the first voyage with mixed personnel on cadets’ level, the gender issue being considered commonly on training activities from that moment on. As referential in crew structure analysis the 2010 voyage has been chosen as the baseline for the present study, presenting all the required parameters for a proper analysis, when specific data on interviews had been collected and processed.

**Methodology and Experimental Design**

The conducted research has been grounded on the empirical instruments, the final conclusion coming out from a systematic analysis of the interview results or from the observation forms filled in alongside the monitoring action onboard. As assumption in the theoretical support, the crew concept in the present empirical research has been assimilated to the classical social micro group, being defined by the following five major features as applicable for the crew perspective as well:

1) to have a specific number of members;

2) a minimum interaction to be established among the members on face-to-face basis;

3) the interactions between members to be focused on common purposes, conducting joint activities;

4) the members’ status and roles to be clearly defined within a social psychosocial framework;

5) to exist a core of the group, as result of the personal features mixture (Zlate, 2004, pp. 406).

Considering these characteristics as essential for the psychosocial group profile of the ship crew, it can be further considered as responsible with the workgroup performance, commonly assessed among other psychological or social variables resulted from the sea hardship conditions, or onboard specific roles and responsibilities.

The conducted study had aimed not only the static relations established within the group considering the gender issue, from formal perspective (as assumed by the functional roles and responsibilities), but also the results of the intra-group interactions. This perspective is in full compliance with the theoretical theory met on different authors, claiming that on the one hand, the group dynamic is a result of the intra-group psychosocial interactions and, on the other hand, what counts more is related to the resulted culture and conceptions, as change and shape (Zlate, M., 2004, pag. 450).

The gender issue has been treated as an important variable of the diversity management, with strong particularities for the maritime sector, where even the onboard roles and tasks are unique, the perceptions and finally the cultural environment is very particular, embedded by the multicultural and intercultural variables involved within the psychosocial framework. Both for civilian merchant ships and for the Navy crews, the diversity management is an important factor to be consider once assessing the crew performance and offering real instruments to the management dealing with such elements will be always valuable for the sake of efficiency and effectiveness.

Beside the planning activities and voyage preparation, coordination and mission conducting specific framework considered as usually, the summer training onboard “Mircea” Tall Ship (see the picture bellow) has got along with the time, the meanings of diversity management, not only because of the gender issue, but also because of the multicultural factors onboard, each voyage counting more than 5 nations present onboard. Students from different nations (i.e. Turkey, Bulgaria, Poland, China, Latvia, Greece, Germany, Ukraine) had joined the training voyages, bringing together both genders, males and females, but also different cultures and perceptions related to the diversity management, constituting a proper challenging environment for psychological studies.



Figure no. 1: Diversity Management onboard MIRCEA TALL SHIP

For the study purposes, considering the 2010 voyage, a multidisciplinary specialized team has been assigned, having as major objective the monitoring of the individual psychological and psychosocial mechanisms, related to the personality attributes of each crew member as whole, functioning within a specific framework, and over passing different adapting stages onboard the ship. The operational objectives of the study were elaborated according to the systemic approach of the personality as a specific type of organizing the psychosocial or psychophysics features of the individuals (Cristea, 2015, pp 157). The systemic approach allows a good perspective against the social axiology of the crews, being feasible to bring into the light the trio values-attitudes-ideals as a functional model that arbitrate the social behavior of the individuals.

Therefore, following up this conceptual framework, the operational objectives have been ultimately focused on the next parameters, considered distinctively for the present study:

* the personality style explained by the explicit behavior of the students/cadets, both males and females, during the onboard activities and the assigned tasks and responsibilities;
* the dynamics of the interpersonal relations within the mixed crew, analyzed as social micro-group;
* the onboard individual adjustments and the psychological stress felt by the participants alongside the throughout the daily activities.

The knowledge processes, the research methods and psychological assistance techniques used throughout the overtaken study had been selected in accordance to the personality attributes possessed by the studied subjects, to the external factors that influence the crew dynamics as social group (i.e. social factors, cultural factors, reference groups, natural environment, technical endowment etc.) or to the internal factors, responsible with the working dynamics of the crew as performing onboard team (individuals, intra-group, inter-group).

**Conclusions**

The working instruments used throughout the conducted researches had consisted in: monitoring forms, assessment sheet, psychological tests, interview meetings, individual/groups observation form, non-directive interviews, systemic observations, statistics methods, systematically applied during 2003-2010. For the 2010 voyage, considered in particular for this study case, the individual interview test had been applied on 89 cadets, out of which 10 female cadets. For each cadet an observation form had been filled in, as result of psychological and behavior monitoring within specific tasks. The major drawn conclusions resulted from the conducted researches as from the psychological assistance provided onboard were the next ones:

* most of the students, males and females, had proved a low physical resistance to long-term sustained effort, constitutionally the female cadets being more fragile than the male cadets, which has allowed to assert that, in the effort pursued to overcome the physical weakness, the females cadets had better tolerated the frustration, being more persistent, more ambitious, more persistent in work tasks compared to the male cadets.
* the awareness of the relation between status, role, aspirations and behavior had been settled relatively quickly for all participants, materializing in the situational dynamism of each individual, which finally led to a change in task attitude and increment of the intrinsic motivation for training activities. Gradually, all participants in the training voyage had internalized the significance of mission activities, minimizing confusion with the leisure activity. Military students expressed a slower tempo but more sustained pace in performing tasks than civilian students, proved as more participatory.
* the assessed students (both females and males) who obtained high scores in the applied psychological questionnaire on the scales of Nervousness, Aggressiveness, Sociability, Trend to Dominance, Extraversion and Masculinity, had adapted themselves quicker to the onboard conditions in shorter time, becoming during the process of social adjustment, group cohesion factors, integrating in the group also those cadets with insulating tendencies or least sociable attitudes.
* an important variable in the overtaken analysis was the interpersonal sympathetic relations, resulting as consequence of the gender issue consideration, being underlined the next observations:
* Initially, there were settled certain tendencies of emotional engagement among males and females, maintaining a certain motivational tonus and a certain emotional climate, in which one gender or another attitude towards the sex partner could develop. It had been observed that the girls were more centered on the physical ego (physical appearance, clothing) and used non-verbal language specific to the gender role, especially in relations with the male cadets. The interpersonal attraction was mainly based on the difference in the social status of the students of the Naval Academy and the students at the Petty Officer School, the major point of focusing the girls' attention officer students against to non-commissioned cadets, being in fact the virtual power perceived as potential perspective of the females against their male ideal.
* In the background, other factors facilitating interpersonal attraction were activated alongside the applied monitoring studies on the basis of gender differences, namely: the need to group affiliation (especially in case of unfamiliar conditions generating disturbing diffuse emotions) and the proximity favored by the restricted physical space onboard the ship, concluded by the familiarity and the positive evaluation due to the repeated exposures to the same stimulus. Also, individual characteristics, similarity or complementarily played an important role in facilitating interpersonal attraction, as widely reflected in the literature (Neculau, 2003).
* after accommodation period, in the second stage of the onboard training program, the interpersonal attraction relations determined by the gender issues, had been replaced by the comradeship relations, as result of the commonly carried tasks.
* on the other hand, in every case, the women’s presence onboard the ship had determined a specific censured verbal and non-verbal behavior from men’s side, more protective and pro-social in any case.
* throughout the onboard mission, a strong psychological stability pylon came from the leadership on board; here the presence of teachers/instructor was extremely valuable, promoting an empathic style compatible with the male and female cadets perceptions, imposing the authority based on competence and morality.
* the crew behaves as a restrictive group, being distinguishable an inter-affective climate instauration among the team members, men and women, resuming the continuous interactions within the common tasks, into affective and cooperative type of relations.
* the psychological stress was perceived according to the individual equation and to the perceptive errors of the psychic software, as being well known the fact that the individuals react psychologically to the perceived reality through the lenses of “his own glasses” and not focused on the objective reality.
* in case of the short time perspective, as within the training stage at sea, it has been observed that the self-stress has mobilized, trained and energized the individual, both women and men, for the carried activities required by the training mission.

**Future developments**

The investigation approach applied in this study case should be considered as a preamble for further in-depth research on gender differences within the framework of interpersonal working relationships on board the ships, both for military and civilian sectors. Most probably, the conclusions are likely to be overcome in the future the theories that invoke in case of gender issues analysis "the process of brain lateralization that either involve certain hormones or psychological reports on gender differences, recorded from experiences lived by the individuals in their childhood" (Moscovici, pp. 235). On the same issue it could be provided support to the recent theories of the gender inter-individual differences psychology, where the assertions of the Eagly model postulate that role assignment, in regard of gender division of labor should be only a results of the acquisition of gender-specific skills, beliefs and expectations. (Moscovici, 1998, pp. 243).

On the other hand, the exploratory scientific approach, as empirically carried out and concluded in this case study, can serve to facilitate the professional acting of the leadership onboard crew management, contributing to improve the processes of adapting and integrating young specialists, men or women, to work at sea, for diluting some dysfunctions in mixed, multiethnic, multi-sectoral groups and for building the personal and professional excellence of the seafarers, consensual with the criterion of gender difference.

**Selective references**

Cristea, D. (2015). *Social Psychology*. Bucharest: Ed. TREI.

Moscovici, S. (1998). *Psihologia socială a relațiilor cu celălalt.* Iași: Polirom Publishing House.

Neculau, A. (2003). *Social Psychology Manual.* Iași: Polirom Publishing House.

Zlate, M. (2004). *Managerial Psychology Manual,* vol. 1. Iași: Polirom Publishing House.

**SOME REMARKS ON THE EDUCATION OF POLISH SEAFARERS TOWARDS MULTICULTURALISM IN THE   
ASPECT OF GENDER EQUALITY FOR MARITIME   
PROFESSIONALS1**

PhD Iwona Królikowska

Polish Naval Academy

Faculty of Humanities and Social Sciences

i.krolikowska@amw.gdynia.pl

**MENTORESS** (Maritime Education Network To Orient and Retain (Women) for Efficient Seagoing Services) – (Erasmus + KA2 – 203 Strategic Partnerships for Higher Education)

***ABSTRACT*** *The sea has been multicultural for centuries. Not only connects distant lands and their cultures, it is also used for transportation goods and ideas but, also in the crews, representatives of many different countries recruited on foreign lands could be found to compensate for the loss of people during cruises. Globalization and the multiculturalism associated with it are therefore nothing new, because seafarers have encountered many of its dimensions much earlier than most land inhabitants. In recent years, it has become much more intense and we observe its much greater. Today, we are also much more likely to discuss the impact of globalization on social life, noticing the multitude of problems with this impact, due to which, perhaps, it will be possible to understand and solve many of them. One concerns the education of seafarers, and more specifically the aspect related to the preparation for work in a multicultural work environment, for foreign shipowners, in the conditions of the ongoing globalization process.*

**MULTICULTURALISM AT SEA**

The new world without borders has significantly influenced and affects the situation of people of the sea, putting in front of them many challenges, for which they do not have ready solutions, which nobody taught them in schools. Multiculturalism is not passively present in their daily lives, but it has become an active creator of a new level of contact between both professional and, due to the specificity of the seafaring profession, also private. There were problems in looking for a plane of dialogue between people representing different cultures on the ship, their different approach to work, requirements, values, behaviors, and religion. The maritime culture has changed, mainly due to the significant disappearance of national maritime traditions in favor of cultural globalism at sea. Also in the micro-scale, contacts with different cultures brought many changes in the identity of individual seafarers. The question about the quality and future of this new maritime culture, about the participation of Polish seafarers in its formation, about creating new forms of solidarity among multicultural crews. Moreover about the mechanisms integrating them into one crew and building new bonds and new identities becomes bothering. "Undoubtedly, the international specificity of the seafaring profession is exerting an increasing influence of various national cultures and civilizations on Polish maritime culture built on the foundations of our nation's Latin civilization(J. Parada, 2000). The question is about the nature of this influence, its direction and the shape of the new maritime culture, especially on multicultural ships having modern multicultural societies, provide the individual with equal opportunities without violating their right to cultural diversity. On the other hand, bring first and foremost profits of an economic nature (E. Budakowska, 2009). This means that on many ships seafarers simply "must" enjoy multiculturalism. The multiculturalism policy regulating many professional relations is to help you through more or less formal provisions in regulations or regulations regarding forced cooperation, forced assimilation, bans on practices in your own cultures or the command to use the language of the majority. Marian Golka talks about such actions "tools equalizing wrongs (M. Golka, 2010). All this takes the form of a boutique or superficial multiculturalism brought down to the color of manners when celebrating Christmas on ships by different religions, meals prepared by chefs often coming from distant regions of the world, that is, the superficiality of behavior. Some shipowners, however, do not even have such guidelines, leaving relations between the sailors. Therefore, it seems important to ask about the authenticity of seafarers' actions regarding the acceptance of multiculturalism. Does it not only lead to attitudes of benevolent indifference? Is this system enough? Should the social and cultural atmosphere of work on the ship be improved by wider inclusion in education, covering every level of education of seafarers, elements of education towards multiculturalism?

Elements in this field are only introduced in training for officers. These are single hours of classes in management courses for navigators or mechanic officers and three hours of classes during the (now optional) master course. This is not enough to form the basis of a friendly multicultural atmosphere, especially among the serial crew, where the economic factor regulates in large part the mutual relations, while the elements of education towards multiculturalism are reduced to learning basic English phrases related to work at sea. Meanwhile, thanks to education at every stage, training seamen and preparing them for work at sea, one can develop habits of willingness to learn about different cultures and ways of working with them, and also, due to the specificity of work, also life at sea. However, the issue of education is left to itself, i.e. most seafarers are subjected to informal education towards multiculturalism through participation in everyday activities on the ship: work, communication, eating meals together, listening and telling jokes or spending time together. In Polish officers' research, the most frequently reported source of information on other cultures is their own experience gained while working in a multicultural crew. It is indicated by 93.3% of respondents. 31.7% of respondents point to drawing on the experiences of colleagues working at sea. 25% of seafarers use books in this respect, 17.3% draw information from refresher courses completed outside the country, 8.7% from internal guidelines and shipowner's regulations. Only 2.9% of respondents obtained information on this subject during classes at higher maritime schools and 1.9% from supplementary courses in Poland. This is one of the barriers in creating attitudes that would favor the acceptance of Others. They probably learn through contact with other cultures through practice, but they do not get enough value from working together. In addition, problems resulting from the misunderstanding of other cultures, already at the beginning of cooperation result in the creation of negative attitudes towards others. Cooperation coercion also affects the acceptance of attitudes of declared or passive acceptance of a pluralistic work environment, but most of them are not recognized, and not many seafarers, especially from crews, can take advantage of working in a pluralistic environment.

Marian Golka points out that one of the special tasks of education towards multiculturalism is teaching so-called multicultural competence of the activity (M. Golka, 2010). These are personal skills necessary to function in a crew. Work at sea is woven into the space of the global economy. Seafarers work in different conditions, sharing the deck with many, often distant cultures, and this requires them to shape skills such as dealing with international competition for jobs or adapting to different working conditions, in a word, the multicultural competences of action. The introduction of multicultural education at the stage of continuing education addressed to adults will not overcome many years of neglect in this respect resulting from the lack of holistic education programs preparing individuals to work in a globalized world. A short course and a quick and cursory preparation for contact with another culture will not replace the thought-out education needed in times of galloping globalization, not just seafarers. "Education is an offer to enter the world of many manifestations of reality, including many cultures (M. Golka, 2010). It is worth considering its greater presence from an early age. This state of affairs means that for the average sailor multiculturalism is associated only with problems. The first is taking the labor market. "Cheaper" nations, from the so-called developing, with less financial requirements, they are mainly displacing Western sailors from the market. Therefore, multiculturalism is perceived as a negative phenomenon. The attractiveness of Polish seafarers in the world maritime labor markets was the question of the salary charged by seafarers for their work compared to seafarers from other countries. Poles are still a "cheaper labor force" than residents of other highly developed countries. This concerned mainly seamen who, in recent years have lost their competitiveness and have been largely supplanted by Filipinos, Malawians, Indians, Burmese or even neighbors from the eastern border: Ukrainians and Russians. In connection with this, the disproportion between officers and serial seamen increases, which simply ceases to pay off. It is worth adding that multiculturalism is also connected with the administrative activities of the shipowner, who has the possibility of registering a ship in any country. He chooses so-called convenient flags, thanks to which it saves on social benefits, pensions and insurances not required in these countries, which reduces the employment costs of the employee.

The second group of problems concerns communication. The language on most ships is English. The language competence of seafarers, not only Polish, is at a very different level. Thus, communication problems often arise. According to research, as many as 51.1% of officers believe that they are the main cause of problems occurring in a multicultural crew. Polish officers cope well with the appropriate degree of mastering a foreign language. However, in their opinions, this is the biggest problem for many Polish seamen working in private crews. The third group are problems resulting from ignorance of cultures. 41.1% of the surveyed officers pointed to problems related to the lack of ability to organize work in a multicultural crew. For 15% of respondents, the problem is the religious diversity of the crew, for 13.1% of them are those resulting from the characteristics of national seafarers and misunderstandings resulting from ignorance of culture. It is worth adding that 8.4% during the work met with problems caused by the occurrence of ethnocentrism and cultural antagonisms among seafarers.

The solution to many of these problems is a greater emphasis on the education of seafarers, including those enriched with the ability to work in a multicultural environment, because the attractiveness of Polish seafarers in the global maritime labor markets are not only economic factors, but also educational ones. It can be considered in two ways: on the one hand there is the problem of unification of maritime education and international standards in this respect, which in turn indicates the second: the competitiveness of Polish seafarers in the labor market in terms of skills and level of education. Jan Nikolajew and Grażyna M. Leśniewska point out that "The level of education of seafarers, as the first professional group in the world, has become the subject of such strict regulation through international conventions (J. Nikolajew, G. M. Leśniewska, 2004). We are talking, for example, about the STCW Convention on the requirements for the training of seafarers and the issue of appropriate certificates for them. Such education is the answer to the shared use of the maritime global space. In Polish administration, this problem appeared in 1995 where, as mentioned by merchant captain Daniel Duda, then an employee of the Maritime Office in Gdynia: the changes that took place in the country quickly changed the face of our economy, including universities, schools and training centers. It was necessary to prepare, among others, appropriate programs for all levels: from captain through officers, mechanical services to seafarers, regulations on accreditation, training process, qualification requirements, diploma and certificate models, certificates and send to London to the IMO (L. Stefaniak, 2010). Poland has become a full participant in the global maritime educational space, meeting international requirements in this regard. The result of these changes is the professional preparation of Polish officers, meeting the requirements of EU shipowners where, despite high competition, they find employment. A good example are seafarers working in specialist units, where appropriate qualifications are required. On typically commercial merchant ships there is a lot of competition from seafarers from the East, Filipinos and Indians, who have similar qualifications as Polish officers "However, ship-owners specialized units look differently, whether it is a man from Europe and from what center (education - from the author) (E. Kubowska, 2010).

**CONCLUSIONS**

The ship is primarily to earn. In view of such an approach, the elements of multiculturalism only serve to reduce costs, and are possibly reduced to apparent acceptance, but most often without a deeper understanding. There is still little interest in the cultural aspects of shipowners, but also at the level of international education guidelines they set certain standards that do not take into account, especially at the basic level, work in a culturally diverse environment. Too little is seen the potential resulting from working in international teams, which is the result of the lack of prior proper preparation, which in the moment of contact with multiculturality on board the ship, causes a culture shock and build up walls, instead of drawing on mutual experiences and learning new solutions .

**REFERENCES**

Budakowska E., Wielokulturowość: ponowoczesnym nacjonalizmem? [w:] Integralnokulturowe badanie kontaktu kulturowego. Wybrane problemy społeczne i prawne, red. J. Królikowska, Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2009

Golka M., Imiona wielokulturowości, Warszawskie Wydawnictwo Literacki MUZA SA, Warszawa 2010

Janiszewski L., Sosnowski A., Socjologia morska, Zakład Narodowy im. Ossolińskich, Wrocław 1984

Królikowska I., Polski marynarz jako komponent kształtowania wielokulturowej morskiej przestrzeni Europy, [w:] Człowiek w Europie. O polityce, która rządzi losami człowieka, red. naukowa, M. Franz, K. Kościelniak, Wydawnictwo Adam Marszałek, Toruń 2011

Nikolajew J., Leśniewska G. M., Socjokulturowe wyznaczniki przemian w zawodzie marynarza, Rocznik Socjologii Morskiej, t. 15, 2004, Polska Akademia Nauk, Oddział w Gdańsku, Komisja Socjologii Morskiej, Gdańsk 2004

Parada J., Problemy socjologiczne kultury narodowej i morskiej wobec globalizmu, Roczniki socjologii morskiej, Tom XIII, Polska Akademia Nauk, Gdańsk 2000.

W służbie morza i wybrzeża. 90-lecie administracji morskiej, red. L. Stefaniak, Gdynia 2010, Wydawnictwo Bernardinym Sp. z o.o.

Nowy nieład światowy, „Polityka” nr 51, 18.12.2010 r.

Trudno zaprzeczać faktom. Dodatek specjalny Namiarów na Morze i Handel, Morski rynek pracy, nr 02/11, styczeń 2011 r.

E. Kubowska, Specjaliści na morzu, //www.gospodarkamorska.pl/artykuly/specjalisci-na-morzu.html oraz www.24kurier.pl, data publikacji: 15.11.2010

Sieć centrów doskonalenia i kształcenia morskiego, //www.gospodarkamorska.pl/artukul/siec-centrow-doskonalenia-i-ksztalcenia-morskiego.html, data publikacji: 05.10.2010

**STATISTICAL SURVEY OF WORK HARASSMENT BEHAVIOR IN THE SEAFARING PROFESSION**

Assoc. Prof. Dr. Tatyana Madzharova

Nikola Vaptsarov Naval Academ,

tmadjarova@gmail.com

Assoc. Prof. Dr. Siyana Lutzkanova

Nikola Vaptsarov Naval Academ,

s.lutzkanova@abv.bg

**ABSTRACT**

*The paper presents results of an empirical study of the current trends and challenges in the context of integrating and retaining women in the seafaring profession.**Studying the gender differences during the maritime education at the university will allow the students to recognize and accept the gender diversity of the ship and society, to overcome sexism and gender discrimination and to create a climate of mutual acceptance, tolerance, respect and cooperation.*

**INTRODUCTION**

Workplace harassment is the belittling or threatening behavior directed at an individual worker or a group of workers. Recently, matters of [**workplace**](https://en.wikipedia.org/wiki/Workplace)[**harassment**](https://en.wikipedia.org/wiki/Harassment) have gained interest among practitioners and researchers as it is becoming one of the most sensitive areas of effective workplace management, because a significant source of work [stress](https://en.wikipedia.org/wiki/Stress_(psychological)) is associated with aggressive behaviors at workplace. It attracted lots of attention from researchers and governments since the 1980s. Under [**occupational health and safety**](https://en.wikipedia.org/wiki/Occupational_health_and_safety)laws worldwide, workplace harassment and [workplace bullying](https://en.wikipedia.org/wiki/Workplace_bullying) are identified as being core psychosocial hazards. Overbearing supervision, constant criticism, and blocking promotions are all considered workplace harassment. [1]

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.) 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:

1. Enduring the offensive conduct becomes a prerequisite to continued employment, or
2. The 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.[2]

The **purpose** of this study is to find out whether there are gender differences in attitudes to the **workplace violence of men and women in the seafaring profession.**

**METHODOLOGY**

2.1 Survey respondents

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.

2.2 Survey design and conduct

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.

**RESULTS**

3.1.Factor analysis

In order to measure the attitude of both gender towards workplace violence, descriptive statistics and statistical analysis of the results for the participants in the survey were conducted.

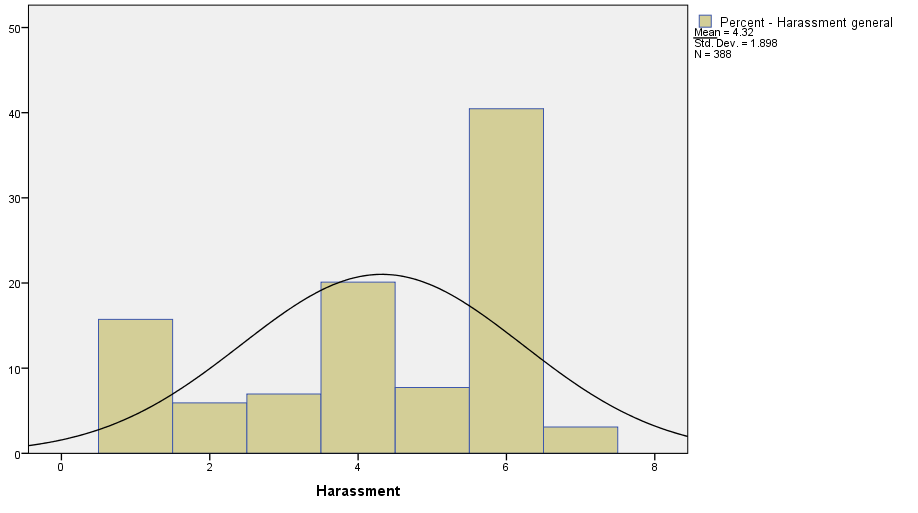
3.2 Gender differences according the scale format

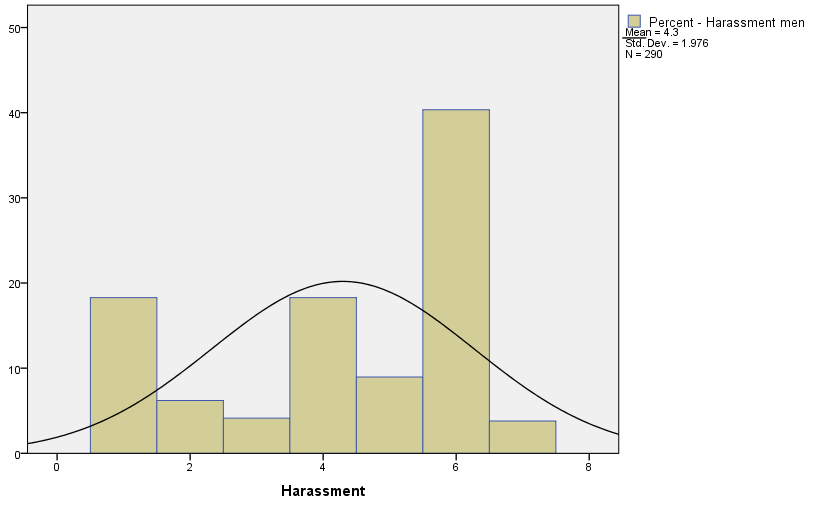
The results are presented in Table 1.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **One-Sample Statistics** | | | | | | | |
| Gender | | | Statistic | Bootstrapa | | | |
| Bias | Std. Error | 95% ConfidenceInterval | |
| Lower | Upper |
| male | Discrimi-nation | N | 290 |  |  |  |  |
| Mean | 4.30 | .00 | .12 | 4.06 | 4.52 |
| Std. Deviation | 1.976 | -.003 | .055 | 1.855 | 2.075 |
| Std. ErrorMean | .116 |  |  |  |  |
| female | Discrimi-nation | N | 98 |  |  |  |  |
| Mean | 4.39 | -.01 | .17 | 4.05 | 4.69 |
| Std. Deviation | 1.654 | -.010 | .096 | 1.450 | 1.828 |
| Std. ErrorMean | .167 |  |  |  |  |

**Таble 1**

The histograms presenting the results of the study on the treatment of the Harassment problem for the whole group of respondents and separately for women and men are presented in Fig 1.





**Fig. 1**

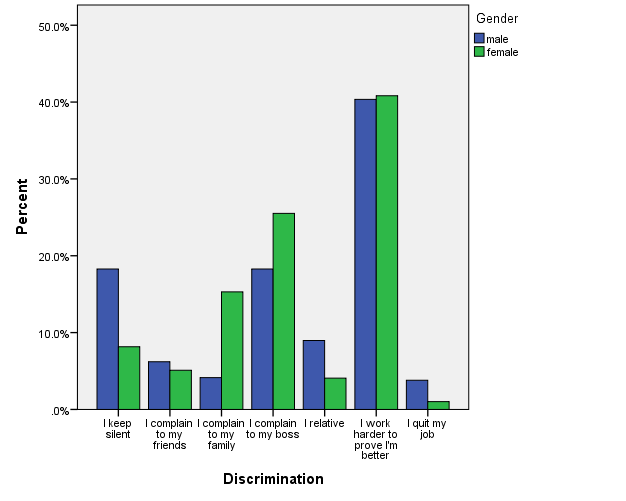
From 388 survey respondents- 290 men and 98 women- according the 7 scale Likert following answers to the question „**If I experience discrimination or unfairness of anykind**“ were given:

* 61 people (15,72%) answer „*I keep silent*“ (53 men – 18,28% of all men and 8 women – 8,16% of all women),
* 23 people (5,93%) answer „*I complain to my friends*“ (18 men – 6,21 % of all men and 5 women – 5,1% of all women),
* 27 people (6,96%) answer „*I complain to my family*“ (12 men – 4,14 % of all men and 15 women – 15,31% of all women),
* 78 people (20,1%) answer „*I complain to my boss*“(53 men – 18,28% of all men and 25 women – 25,51% of all women),
* 30 people (7,73%) answer „*I retaliate*“ (26 men – 8,96% of all men and 4 women – 4,08% of all women),
* 157 people (40,47%) answer „*I work harder to prove I’m better*“ (117 men – 40,34% of all men and 40 women – 40,82% of all women) and
* 12 people (3,09%) answer „*I quit my job*“ (11 men – 3,79% of all men and 1 woman– 1,02% of all women).

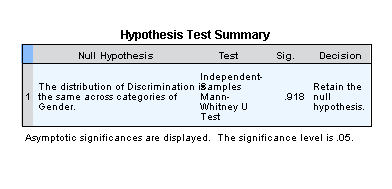
In order to compare the behavior of men and women in the event of violence in the workplace, the histogram of Figure 2 presents the answers of the two gender to the question.

The largest percentage of respondents, both men and women, say that if they experience violence in the workplace they will work harder to prove they are better. This answer is not surprising. It is related to the motivation of the men and women involved in the study to choose the seafaring profession for their realisation.

From the histogram, it can be concluded that men are more likely to keep and stay silent when there is violence in the workplace, while women have greater confidence in their superiors and would share with them about the experience of violence.



**Fig. 2**

Man-Whitney's nonparametric test has shown that there is no difference in attitudes to workplace violence in both gender. The results are shown in Table 2.

**Таble 2**

When examining the problem of the statistical significance of differences in the behavior of men and women when experiencing workplace violence, using t-test it was found that men and women had different attitudes towards the problem (Таble 3).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PairedSamplesTest** | | | | | | | | |
|  | PairedDifferences | | | | | t | df | Sig. (2-tailed) |
| Mean | Std. Deviation | Std. ErrorMean | 95% ConfidenceInterval of theDifference | |
| Lower | Upper |
| Men - Women | -.673 | 2.882 | .291 | -1.251 | -.096 | -2.314 | 97 | .023 |

**Table 3**

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.

**RESULTS INTERPRETATION AND CONCLUSION**

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.

**REFERENCES**

[1] <https://en.wikipedia.org/wiki/Workplace_harassment>

[2] <https://www.thebalancecareers.com/types-of-harassment-in-the-workplace-2060886>

**THE MOBBING PHENOMENON – MAJOR OBSTACLE FOR WOMEN SEAFARES’ INSERTION ONBOARD THE MERCHANT SHIPS**

Dr. Sergiu Serban1, Dr. Cătălin Popa2, Dr. Carmen Luminita Cojocaru3

1Senior Lecturer, “Mircea cel Batran” Naval Academy, Romania, [sergiu.serban@anmb.ro](mailto:sergiu.serban@anmb.ro)

2Associate Professor, “Mircea cel Batran” Naval Academy, Romania, [catalin.popa@anmb.ro](mailto:catalin.popa@anmb.ro)

3Associate Professor, “Mircea cel Batran” Naval Academy, Romania, [carmen.cojocaru@anmb.ro](mailto:carmen.cojocaru@anmb.ro)

**ABSTRACT**

The major obstacles faced by the women seafarers during adjustment or performing stages of their professional insertion onboard the maritime ships are the sexual harassment, discrimination, prejudice but also mobbing. The last one is the most often met factor incumbent to the insertion efforts, getting the most subtle forms and the most volatile shapes of manifestation, getting its importance due to the last decade determinations and researches, especially carried out onboard the maritime ships. The authors, as team members of the MENTORESS project, implemented under Erasmus+ KA2 have developed this study in their aim of describing this shapeless but strong felt phenomenon onboard the ships, seeking to reveal the role of the organization and of its management structures on this issue.

**INTRODUCTION – ORGANIZATIONAL HEALTH**

From a systemic perspective, the term "optimal health of organizational systems" is increasingly used, highlighting a number of beneficial factors which fortify it as well as other harmful factors that make it fragile:

- the conditions of the social environment, an environment and a working climate conducive to the achievement of high performance and adequate satisfaction, corroborated with the organizational climate, the role of employee morale, the degree of satisfaction and psychological well-being, plus the influence of organizational culture on behaviours in work environment.

- the impact of phenomena and factors such as stress, discrimination of all kinds (professional, religious, racial), sexual harassment, interpersonal or intragroup conflicts. [Zlate, 2007, p. 626]

A healthy organizational environment is defined by high productivity, a great satisfaction of the employees against the conditions of their work, the existence of securing contexts, a limited number of leaving the workplace, a small number of absences, high yield. [Quick, 1999]

The issues of organizational systems’ health, especially of work systems within them, mainly formed by people, work tasks, conditions and constraints of the environment (physical and social) are being joined with medicine, social psychology, psychopathology. [Zlate, 2007, p. 560]. The same author makes a synthesis of the complex and varied concepts involved, grouping them into two main categories:

those that revolve around the work – of its conditions and constraints – as possible pathogenic sources, which led to the prefiguration of work psycho-pathology which presupposes, above all, the awareness of the causal links between work activity and health or mental illness of the individual; Dejours (1987, p. 729) finds the phrase “man’s psychopathology at work" more appropriate, showing that the term "psychopathology" does not refer to mental pathology, namely to mental illness, but to the study of psychic mechanisms put into operation individually and collectively by the workers.

those that revolve around organizations, factors and conditions of the organizational environment as a source of psycho-behavioural disorders, which contributed to the appearance of organizational pathology/psychopathology.

Summarizing, Zlate (2007, p. 564) states that the notion of organizational pathology/psychopathology can be defined in two distinct ways:

broadly, designates organizational dysfunctions that create, accelerate and accentuate organizational risks; in this case, although organizations continue to act, sometimes even successfully, they contain disruptive elements that may worsen. This sense can be illustrated with phenomena such as: organizational stress, burnout, workaholism, mobbing. Depending on the extension and intent of expression and manifestation, they severely affect the climate and organizational efficiency.

in a narrow sense, organizational pathology designates neurotic organizational manifestations that derive from the predominant neurotic style of the leader, in the pathological characteristics (neurotic psycho-behavioural dysfunctions) of the dominant group within the organization, in particular of the leadership group that is distributed throughout the organization. Here, relevant phenomena are: discrimination, stereotypes, bias, sexual harassment.

These aspects of organizational pathology are disadaptive phenomena in exercising leadership in maritime organizational environments that influence not only the personal life of crew members but also their socio-professional life. They affect the working capacity of the crew members regardless of their gender, formal or informal relationships between them or subjective well-being, and, above all, affect their labor efficiency. Over time, the organization transforms itself from a healthy and efficient one into a sick, morbid and totally unproductive one.

The mobbing phenomenon definition – literature review

The concept of mobbing was launched in work and organizational environments by Heinz Leymann, Ph.D. in labor psychology, a professor at the University of Stockholm. Aware of the problems of the professional environment, counsellor and psychotherapist in organizational environments, Leymann has noticed the existence and action of phenomena such as injustice, denigration, rights violation, psychological harassment, aggression that affect people at work, facts that generate important personal and also organizational level prejudices ranging from simple injury or isolation in the group to suicide. All of these have been reunited under the term mobbing. [Zlate, 2007, p. 627-630]

Through mobbing, the author does not understand what Konrad Lorenz understood, which used the term for the first time (attacks of a smaller group of animals against a single larger animal) or what Heineman understood through this term (aggressive behaviours of a small group of children orientated against one child). Leymann is closer to the conception of Dan Olweus (1993) who studied the phenomena arising in the context of victimizing school children and which he calls by the term of bullying. It refers to repeated and long-term negative actions exercised by one or more persons on one or other persons. Negative actions are those that injure, hurt or intimidate another person (schoolchildren) through physical, verbal, gesture or mimic touch. Leymann preserves the term mobbing for aggressive psychological actions exerted in organizational environments on people at work.

"By mobbing we understand a communicative situation that threatens to cause serious physical and mental harm to the individual. Mobbing is a process of destruction; it is constituted by hostile actions which, taken in isolation, may seem anode, but by constant repetition they have dangerous effects.“ [Leymann, 1990, p. 26-27]

Only hostile, aggressive situations involving confrontations, moral maltreatments, contempt of personality, emotional harassment or mockery fall into the sphere of mobbing, which are systematically and prolonged, becoming painful and even destructive. So, frequency and repetition over time allow such actions to become destructive in psychological, psycho-somatical and social level, and are considered to be "psychic terror at work" with unprecedentedly large personal and organizational effects. Sometimes, mobbing is interpersonal, but most often it locates at group level – not only does an individual terrorizes another person or even a whole group, but also the group can terrorize individuals, taken as a stand-alone entity, and by extension, the entire organization, with all its roots of statutes and roles, of hierarchies.

Mobbing is practiced throughout and across the entire organization: descendant, ascendant, horizontal or combined, taking place between colleagues, subordinates, subordinates and their boss, between heads and subordinates, running on an interpersonal level, group and even organizational. [Kovacs, 2008, p. 597]

In order to better understand the essence of mobbing, it is necessary to know the behaviours (actions, practices) that the aggressors use in relation to their victims. Leymann discovered (during 300 interviews) 45 such behaviours that were classified into five categories:

1. actions aimed for preventing the victim from expressing himself/herself: hierarchical superiors refuse victim’s opportunity to express themselves; the victim is constantly interrupted when he/she speaks; colleagues prevent the victim from expressing himself/herself; colleagues scream, offend the victim; the victim's work is criticized; criticizing the victim's private life; the victim is terrorized by phone calls; the victim is verbally threatened; threatening the victim in writing; denial of contact with the victim; ignoring the victim's presence.

2. Actions aimed for victim’s isolation: the victim is never spoken; the victim is not allowed to address another person; the victim is assigned a job that removes and isolates him/her from colleagues; colleagues are forbidden to speak with the victim; the physical presence of the victim is denied.

3. actions involving the victim's disregard in front of his/her colleagues: the victim is spoken of evil or slandered; rumours are being reported to the victim; ridiculing the victim; it is claimed that the victim is mentally ill; constraining the victim to attend a psychiatric examination; a victim's infirmity is invented; the actions, the gestures, the voice of the victim are imitated to make it more ridiculous; the political or religious beliefs of the victim are attacked; jokes about the victim's private life; jokes about victim’s origin or nationality; the victim is obliged to accept humiliating activities; the unfair and unintentional marking of the victim's work; the victim's decisions are questioned or challenged; aggression of the victim in obscene or insulting terms; sexual harassment of the victim through gestures or suggestions.

4. victim's professional discrepancy: no tasks for the victim to be performed; depriving the victim of any occupation and watching the victim not to find any occupation on his/her own; entrusting unnecessary or absurd tasks; providing activities below the competencies; always assigning new tasks; imposing the execution of humiliating tasks; entrusting tasks that are superior to the victim’s qualifications to discredit him/her.

5. compromising the victim's health: entrusting dangerous and harmful tasks to victim’s health; physical violence, without aggravating circumstances, as a warning; physical aggression of the victim, without gravity, as a warning; serious physical aggression without restraint; causing inconvenience at home or at work; sexual assault of the victim. [Zlate, 2007, p. 631-633]

The 45 behaviours of the aggressor have a double meaning:

they manage to better characterize mobbing in its vivid expression of current manifestation;

they could be converted into a mobbing measurement instrument by operationalizing the concept. Leymann has built such tool, not yet validated, called LIPT (Leymann Inventory of Psychological Terrorization), which stood at the base of epidemiological studies.

In a larger plan, aggressive behaviours suggest the degree of gravity of mobbing. If it is caused by one or two of these behaviours, it could be less serious than if it is caused by more of them, possibly associated with each other. Critical criteria for identifying mobbing are defined by their frequency and duration of manifestation. Leymann has determined that such aggressive actions can only be considered mobbing-specific if they occur more than once a week over a period of more than 6 months as a threshold value.

The paradigm of mobbing, once launched, has come into the field of interest of researchers, under various names: bullying, harassment, workplace persecution, psycho terror, victimization, emotional abuse, psychological violence, moral harassment or interpersonal conflict.

The mobbing evolution and upgrowth stages onboard the ships

The evolution in time of mobbing was conceived by Leymann in 4 phases:

The first phase consists of a series of critical incidents: opinion divergences, conflicts, struggle for power, some of which are solved by themselves, but others that degenerates into mobbing.

The second phase is characterized by the increased frequency of hostile behaviours, with the probability of multiplying practices and even the number of aggressors. At this stage there is a gradual installation of mobbing, the psychic balance of the victim begins to shake, the symptoms of stress and anxiety start to appear, the self-confidence decreases.

The third phase consist of management acknowledgment of the events and then attitudes manifestation ranging from non-involvement to leaving tensions to perpetuate the victim's attitude of condemnation; or the intervention occurs too late when the situation can no longer be controlled. Sometimes, mobbing can become a legal case and the victim's possibilities to defend himself/herself diminish further.

The fourth phase is the most traumatic and involves stigmatization, social isolation or even the removal of the victim from the workplace, which diminishes his/her chances of joining other organizations in other workplaces. The chances for the victim to be incorrectly diagnosed are high because there is a possibility that his/her story may not be believed or, because of commodity, the triggering social events are not investigated; examples of incorrect diagnosis: paranoia, maniac depression, character disorder. (Leymann, 1996) [Kovacs, 2008, p. 599] Of course, this step may be missing. In most cases, the victim leaves the organization discreetly, the management lacking a genuine feedback and not knowing the true reasons for employee’s leaving, which perpetuates the ignorance regarding harassment and amplifies its negative consequences. [Dinu, 2005]

Two features of this process must be retained:

this is the typical evolution of mobbing, when no one intervenes to defuse explosive situations; on the contrary, harassment and persecution are practiced until the "liquidation" of the victim.

such an evolution is not at all inevitable, on the contrary, it is enough to want it and it could take another turn. [Zlate, p. 635]

Causes that define such a complex phenomenon as mobbing:

the appearance of mobbing is usually preceded by a conflict situation. It is interesting to find out what are the reasons that transform the conflict into a mobbing process. It should be noted that there is a wide range of prejudices that argue that the main cause of mobbing would be a specific type of personality/character of the victim. Numerous medical representatives refuse to admit that reactions or stress symptoms originate in the social structure of the group in which the victim of mobbing evolves.

a number of researchers have undertaken impressive analyses trying to provide a firm answer to the issue of mobbing causality, but the existence of a certain type of individual prone to become the target of mobbing could not be confirmed in the research on employed persons.

all cases of mobbing follow a systematic and double stereotyped process: social and psychological. The personality theories that guide the interpretative scenarios of the various social actors involved in the knowledge of mobbing do not have consistency and validity and sometimes they are not even credible. For example, it cannot be explained, by calling on the personality theories, why young employees are more often victims of mobbing, as no serious theory admits the radical transformation of personality with age. On the contrary, personality structures remain constant during life, without reserving surprises that can explain the power of differently affecting mobbing in relation to the two categories (young and elderly). Another argument against theories that involves the personality structure as a factor of mobbing is brought by clinic psychologists who show that post-traumatic stress disorder which frequently occurs in mobbing victims generates a series of major changes in personality. This indicates mobbing as a cause of major mental disorders and changes. [Zlate, p. 636-639]

Therefore, if the personality type of the victim is not intrinsically involved in the determination of mobbing, what would be the relevant explanatory factors? Research has shown that, in essence, the process of social marking and systematic destruction of the victim of mobbing is a management problem. Among the subjective factors that lead to the appearance of mobbing can be included the "psychological labour contract", which is in fact a subjective addition to the formal employment contract.

Employees and employer feed personal expectations whose disappointment is bitter. Three main factors can be distinguished:

a. Organization of work

Validation support has been taken from occupational health research that tracked psychosomatic issues in relation to certain stressors (causes). These causes would be specific to both psychosomatic issues and mobbing, which itself is a psychosomatic problem generator. Significant correlations have been found between well-defined work situations and the occurrence of psychosomatic diseases. Such situations, commonly encountered, are mainly represented by:

quantitative overloading of the job;

qualitative sub-load;

lack of clear rules and delimitations, interference of attributions.

It can be said that because of stressful situations, all work situations generate potentially conflicts, which in turn, through degeneration, can lead to an increased risks of mobbing.

b. Design of tasks - source of mobbing

Excessive operationalization of work has led to its impoverishment, becoming so stressful by its monotony and sub-intellectual character. Labour medicine has also found at this level significant correlations between monotony and certain psychosomatic disorders. In such working conditions, mobbing is most often a mobbing of boredom/monotony/ subsistence. The explanation lies in the fact that the aggressor usually chooses a colleague as a target only to occupy his/her spirit/mind to eliminate the unpleasant sensation of mental mood.

Coordination and employee control/direction - another cause of mobbing

There are a number of hierarchical superiors that, though surprisingly, through conscious behaviour, reduce employee performance. How is this possible? The answer sends us to the analysis of some style notes sometimes inappropriate in the manifestation/exercise of the statutory prerogatives of the leader in question. Most of them consider that organization management are immutable, and when the weakness of this organization manifests itself, they prefer to use force to reduce the tensions that have arisen instead of revising the structure and organization of work. The stiffening of style is in an anachronistic report with modern scientific suggestions in managerial literature. It addresses the human dimension of the organization, insisting on the necessity of a permanent, creative dialogue that allows the rapid discovery of problems and especially the design of the right solutions based on the experience of the workgroup. In essence, the manager/leader's inability to manage conflicts (translated through conflict neglect, his biased involvement in conflict, denial of conflict) is a ramp for launching mobbing at a group/organizational level. [Adams, 1992, p. 638]

These three factors (organization, design and coordination of work/activity) will condition the social capacity of the working group. It is necessary to take into account and actively integrate the elements of psychological specificity of the considered group, in order to prevent the emergence of negative behaviours that could degenerate into conflict/mobbing. Social groups differ greatly in terms of their specificity: some find their balance more easily when there is polarization, increased homogeneity of members' attitudes and opinions. However, they become quickly sensitive to attitudinal dispersion tendencies, exerting coercive pressure, which makes the individual in question to conform or to exclude himself/herself, becoming a "scapegoat". Self-exclusion, especially psychologically, is the result of the violation of group rules, especially informal ones. In this sense, mobbing appears most often as a break in the emotional balance of the group and as rebalancing is a managerial attribution, the emergence of mobbing illustrates the existence of deficiencies in the very "cortex" of the organization. The inability to jointly seek a solution to work problems and to consider other points of view is a crack in emphasizing the personalization of the conflict and the development of mobbing.

Considered by nature, the effects of mobbing affect 3 large perspectives:

a. Psycho-individual plan: mobbing directly affects the victim's psychophysical integrity with the following effects:

- anxiety, generalized anxiety with panic attack, obsessive-compulsive symptomatology, phobia;

- post-traumatic stress syndrome (PTSS): intense, cumulative damage with intrusive recurrent ideation;

- behavioural disorders: anorexia, bulimia, alcoholism, drug addiction, hetero-aggressivity;

- loss of motivation for professional activity;

- decreasing satisfaction, performance;

- early retirement;

- impairment of adaptability, socio-emotional balance, self-esteem, disinclination, socio-professional alienation.

The effects are highly destructive, affecting this plan being sufficient for a socioprofessional disability of the individual.

b. At the level of the workgroup and organizational group, mobbing translates into effects such as:

- degradation of professional relationships;

- impairing/degrading the quality of communication;

- lack of genuine mutual engagement and support;

- absenteeism;

- staff fluctuations;

- frequent sick leave;

- destructuring, asynergy.

Of course, all of this, translated into money or profit, is costly for the organization.

c. At the societal level, the effects of mobbing could be considered of second order because they are extensions of the previous effects, mediated by the plans corresponding to their manifestation. Therefore, mobbing is not only an individual, professional, organizational but also a social one, as it ultimately affects social equilibrium. On the one hand, the individual's ability to maintain and develop natural relationships with family, social group, social institutions is altered and on the other hand, through its protection institutions, the society has to pay extra for longer or shorter periods of unemployment, for psychosocial rehabilitation programs, to restore its own balance. [Zlate, 2007, pp. 639-640]

Operational measures to overcome the onboard mobbing

There are a number of specific measures to counteract mobbing, but when it comes to selecting appropriate methods/measures, it is necessary to know the actual stage of mobbing, as following:

Prevention

one of the most desirable forms that should be practiced, as mobbing once installed is hard to assume that it will not leave psychological damage. In order to protect employees' work capacity, it is necessary to establish rules and procedures to prevent the escalation of conflict into dangerous situations. Sometimes it is almost enough if the employer proclaims that the escalation of any conflict seriously damages organization’s interests and that top management considers prevention as an important rule.

another measure within the perimeter of prevention actions is the establishment of educational programs addressed to managers/leaders in particular. The training aims the formation of capacities to identify potential conflict-generating sources and, above all, the formation of solving skills when they have emerged. In addition, it is necessary to have clear procedures and rules for intervention when a conflict reaches critical odds.

the series of preventive actions includes early managerial interventions. In order to intervene promptly, the manager must be able to "read" the first signs of development in the mobbing process. Top management must designate one or more individuals within the organization where employees in danger can call for advice. The authority should be delegated to these people so that their intervention is effective.

Preventing mobbing in the organization involves checking company issues, monitoring their dynamics and formulating ethical and behavioural norms.

b. Reconciliation of parties through a mediator specialist in this mobbing process. The mediation process is similar, almost symmetrical to that instituted in the context of organizational interpersonal conflicts.

c. Vocational rehabilitation. When the mobbing process has been installed, fact which is verified by its frequency and persistence, there are certain pieces of labor law that oblige the management to take notice and to design programs with individual addressability for the protection and psychosocial-professional rehabilitation of the victim's. In essence, it is intended to prevent employee stigmatization, preservation of reputation and previous skills.

d. Victim legal rehabilitation – a method used when all the other failed. In this situation, mobbing takes the form of a dispute solved according to the civil law methodology. [Zlate, 2007, p.641-642]

**CONCLUSIONS**

Women seafarers represent a strategic human resource in seafaring that can resolve the problem of world seafarers’ shortage. Diversity is the range of values, attitudes, cultural perspectives, beliefs, ethnic background, sexual orientation, skills, knowledge and life experiences of the individuals making up any given group of people, and the on-shore maritime industry can benefit from the presence of women.

The final remarks drawn from the carried study, can conclude that maritime education and training institutions have to explain to the young cadets all the merits of maritime profession and to show the possibility for them to look for emotional attractiveness and achievement of their professional dreams by choosing to pursue a maritime seagoing profession, even male of women. The candidates should be aware of the following issues, as part of their prior training:

organizational dysfunctions and psycho-behavioural disturbances that can be found onboard ships refers to stress, burnout, workaholism, mobbing, discrimination, stereotyping, bias and sexual harassment – they should be conscious that these aspects influence not only the personal life of crew members but also their socio-professional life;

organization of work, conceiving tasks, coordination and controlling employees compose the social capacity of the crew and if breaking the emotional balance could provoke mobbing, especially in gender perspective;

when working within multicultural crews, as onboard team member, it is necessary to care about preventing prejudice and stereotype onboard ships, and team leaders should always take attitudes derived from the “cultural wheel” concept;

sexual harassment irrespective of what, how and against whom, should be perceived as always being against the law.

REFERENCES

M.C. Romero Lares, A Case Study on Gender Equality and Women´s Empowerment Policies Developed by the World Maritime University for the Maritime Transport Sector, the International Journal on Marine Navigation and Safety of Sea Transportation, Volume 11, Number 4, December 2017;

M. Zhao, Women seafarers in the EC, Seafarers’ International Research Centre, Cardiff, 1998.

\*\*\*, The Impact on Seafarers’ Living and Working Conditions of Changes in the Structure of the Shipping Industry, JMC/29/2001/3 Report, Geneva, 2001, pp. 79- 80.

http://www.itfseafarers.org/ITI-womenseafarers.cfm.

www.dockers-seafarers.org/news/womenseafarers-spotlight-jakarta-meeting

M. Magramo, G. Eler, Women Seafarers: Solution to Shortage of Competent Officers?, International Journal on Marine Navigation and Safety of Sea Transportation, Vol. 6, No. 3, 2012, pp. 397-400, 2012.

\*\*\*, Women Seafarers, International Transport Workers' Federation available at <http://www.itfseafarers.org/ITI-womenseafarers.cfm>.

Dr Kate Pike, Emma Broadhurst, Dr Minghua Zhao, Dr Pengfei Zhang, Amos Kuje, Nancy Oluoha, The Gender Empowerment and Multi-cultural Crew (GEM) Project Report, 2015 – 2016;

Gender Diversity Towards Building and Maintaining a Diverse Shipboard Team

Pencea Mădălina, Proiect de diplomă- Proiectarea voiajului unei nave de mărfuri generale de 4536 tdw pe ruta Santos- Kamsar (Guineea). Studiu privind influenta multiculturalității asupra transportului de mărfuri în domeniul naval.

Cowburn A. and Wahren E., Bridge Resource Management, SAS Academy, 2005

Avram, E., Cooper, C.L., (coord.), Psihologie organizațional-managerială. Tendințe actuale, Ed. Polirom, Iași, 2008

Swift, A.J., Bridge Team Management, Nautical Institute, 2000

Zlate, M., Tratat de Psihologie organizațional-managerială, vol. II, Ed. Polirom, Iași, 2007

\*\*\*, safety4sea.com/preventing-sexual-assault-in-maritime-sector

\*\*\*, safety4sea.com/eliminate-sexual-harassment-onboard

**HOW TO PREPARE THE WOMEN SEAFARERS TO THE SEA**

,Şems Aktug

Lecturer

Faculty of Maritime Transportation and Engineering

[saktug@pirireis.edu.tr](mailto:saktug@pirireis.edu.tr)

Assoc. Prof. Dr. Taner Albayrak  
Faculty of Economics and Administrative Sciences  
Department of Maritime Business Management, Piri Reis University, Istanbul Turkey [talbayrak@pirireis.edu.tr](mailto:talbayrak@pirireis.edu.tr)

**ABSTRACT**

*Seafarer women represent a very small percentage of the world’s maritime workforce. In the conditions of an expected shortage of seafarers, women are human resource in seafaring that has to be attracted to join the maritime sector. Due to the environment is different than they had lived; this paper includes a study that presents how to prepare them to the sea and their new profession.*

***Key-Words:*** *Women seafarer, seafaring, maritime transport, human resources, navigation, female navigator, career, navigation, employment*

**INTRODUCTION**

The shipping business – both offshore and onshore – is traditionally a male-dominated sector. In shipping, men make up the majority of the workforce. In 2015, out of the estimated 1,647,500 seafarers in marine operation roles employed in the global merchant fleet, about 16,500 seafarers, or 1 percent, were women. In particular, 0.4 percent of ratings and rating trainees, 0.7 percent of officers and 6.9 percent of officer trainees were women. The latter number suggests a likely increase in the number of women seafarers. Onshore, women hold 55 per cent of global maritime junior-level positions, compared with 9 per cent of executive-level positions. By promoting the employment of women, maritime businesses may help overcome shortages in labour supply [1].

The sea is a challenging environment and beyond that ships are different then what we lived and for the new comers they represent a strange habitat. We used to live and socialize in a crowded word. But at ships, the number of the crew is about 20-25. In our shore life we also work and live in different spaces. We enjoy in bars, or in cinemas. On the other hand as seafarers; we work, study, sleep, rest, relax in the same sphere, which is called the ship!

The culture, habits, living conditions, behaviours are varied from the shore and experiences get useless. In addition to these, it is a traditionally men’s environment. For many centuries, male-dominated culture is slowly trying to get use the pheromones of the women's which is not easy. Besides these entanglements, the persons are changing every 4-6 months and you have to understand their culture, behaviour and personality. Onshore one maybe works together with the same persons for his/her whole career, but on a ship, the crew is changing. You must prove yourself to newcomers, on every new ship and understand them. Also, multicultural and multi-religion crew creates much more boundary to the behaviours of the seafarers. If someone adds the difference in hormones, upbringing, social norms, perception, emotion, and pressures of men and women, the relations on board of a ship gets much more complex than the shore. (Figure-1)

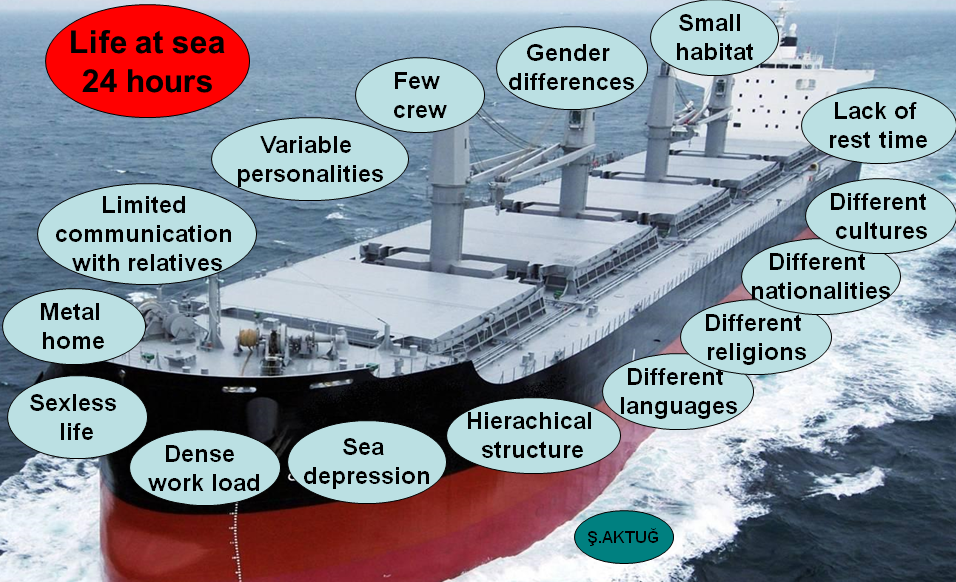


Figure 1: Contrary to the shore life you have to stay 24 hours in a ship.

To overcome this chaos or reduce the harm on the crew and the ship we need to apply special procedures starting from the international bodies down to the flag states, shipping companies, and individuals. Also, it may be the best way to educate the women seafarers for their difficult life.

**Are we educating them?**

International Convention on Standards of Training, Certification, and Watch keeping for Seafarers (STCW) entered into force on 28 April 1984. The main purpose of the Convention is to promote the safety of life and property at sea and the protection of the marine environment by establishing in common agreement international standards of training, certification and watch keeping for seafarers. Also, every maritime training institution is approved by the IMO Member States. So each maritime training institution is following the subjects, which are stated in this convention. But this convention does not cover any subject about female seafarers and it seems normal, because it covers only the vocational training.

During the conference on STCW, which was held in Manila, 2010, Resolution 14, Promotion of the participation of women in the maritime industry is approved. This resolution invites the governments: to give special consideration to securing equal access by men and women in all sectors of the maritime industry; and to highlight the role of women in the seafaring profession and to promote their greater participation in maritime training and at all levels in the maritime industry. Also further invites governments and the industry: to endeavour considering ways to identify and overcome, at international level, the existing constraints, such as the lack of facilities for women on board training vessels, so that woman can participate fully and without hindrance in seafaring activities in order to facilitate effectively the achievement of Millennium Development Goals (MDG) 3 (Promote gender equality and empower women); to support the provision of on-the-job-training opportunities so that women may acquire the appropriate level of practical experience required to enhance professional maritime skills [2].

This resolution emphasizes how to overcome the existing constraints. It is believed that one of the constraints leave them alone on the ship with their shore experiences and not to prepare the women seafarers to the sea. For this article a short survey applied to the women officers and cadets (total 47) whom stayed more than six months on boards of a ship and asked if they had any training for specific women related. Hundred percent of the answers were “No.” The second question was where they learned the gender difference related difficulties and how to cope them. Most of the answers were “from a friend or internet site” and %38 of them was encountered on the ship first time.

In Turkey, none of the maritime training institutions are giving special courses or lectures to the women cadets how to cope the difficulties as being women on a ship. Search on the Internet showed us it was similar in the world also expect some private sites [3].

Even though women seafarers having 12 months sea training before being a responsible officer, especially this period is the most important for them to decide what they will be in the future and if the relations worsen they will fell in depression, which will create trauma.

Also, women seafarers are forced to change into different identities on board and on shore. They step into different shoes at behest of demands. The male dominated societies on board and on shore demand immediate changes in their role of works and when seafarers fail to cope switching over to different roles, their marital lives fail. Out of ten women seafarers nine are divorcees. There is evidence that suggests that women tend to switch identities or alter behaviour in relation to their working environment. They can adopt or take on a masculine identity with the intention to fit into a work environment where the perceived roles and accepted behaviour are those that conform to masculine stereotypes [4].

As to summarize of this section; we had to something to deal with their male counterparts, and show how they may conduct identity management while at sea.

**FINDINGS**

**The problematical areas about women seafarers**

There are various surveys about the problem areas on board of a ship of the women seafarers, which are listed in Table-1. The main areas are same with the expected ones.

Table 1: Problematic areas for women seafarers in a ship

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Cristina, Felicia [5].** | **Sohyun**  **[6].** | **Stannard [7]** | **Kate [8]** |
| **Discredit from male/Intentional ignorance** | 57,14% | 16% |  |  |
| **Sexual Harassment** | 47,61% | 8% | 17% (In pilot survey 50%) | 19% |
| **Abuse of power** |  | 21% |  |  |
| **Increased workload** | 4,76 % |  |  |  |
| **Isolation/sexual discrimination** | 14,28% | 32% |  | 12% |
| **Fatigue** | 9,52% |  |  |  |
| **Accident risks** | 14,285 |  |  |  |
| **Difficulty to operate technical equipment** | 23,80% |  |  |  |

**The main subjects to educate women seafarers**

It is deemed appropriate to provide training in the following matters when considering the gender problems.

**Rights of women seafarers** [9].

* The first and most basic right according to International Labour Organization states that all women seafarers hold right to equality in job and education
* All female seafarers, like their male counterparts, are entitled to minimum wages and working conditions, which has been set at $465.
* Women seafarers shall be allowed same working hours as their male counterparts, with maximum limit being 14 hours in a 24 hour period.
* Women seafarers will be entitled to be paid for overtime above the stipulated hours of work as set by the International Marine Organization (IMO) for all seafarers.
* IMO states that no lady mariner can be denied any maritime post on a vessel in lieu of her gender.
* Women have right to be guaranteed against any form of discrimination between men and women for any maritime job, in terms of equipment, working conditions or facilities.
* In case of maternity, women seafarers are entitled to same rights as in any other profession.
* For Flag of convenience vessels, the rights for maternity leaves for a lady mariner are as mentioned by the flag state. In certain cases, there may be no specified rights for such a situation at all. However, ITF secures their position with minimum rights that those women would still be entitled to.
* Women seafarers have the right to form or join any trade unions to represent themselves.
* ITF’s agreements with seafaring vessels ensure that in case of pregnancy, women seafarers will be allowed to repatriate with no deductions in salary.
* The time for repatriation is influenced by the state of legislation and the conditions on board. Depending on the country under whose legislation the vessel is sailing or the availability of a medical practitioner on the vessel, the time of repatriation can vary.
* ITF states that a pregnant lady mariner cannot be exposed to hazardous conditions while aboard.
* Under rights of women seafarers, ITF guarantees re-employment of the seafarer after the maternity leave.
* A lady mariner shall be given two months of salary as part of the maternity payment.
* ITF has developed a policy for women seafarers against bullying and harassment aboard. This policy applies to both men and women and indicates that no form of bullying or harassment would be tolerated against seafarers.

**Understanding the multinational crew and their culture**

**Sexual harassment awareness**

* Definition
* Non-verbal sexual harassment
* Different cultures and perception of sexual harassment
* How to avoid discrimination: age, gender, and genetics.
* How to identify and report a harassment claim
* Emerging forms of sexual harassment (texts, emails, etc.)
* Strategies for prevention
* Company sexual harassment procedures

**Maintaining your relationships**

* General
* Relationship with officers
* Relationship with ratings
* Relationships with port authorities and workers
* Dealing with prejudice and stereotyping people
* Facing Narrow-mindedness
* Dressing

**Keeping the confidence and identity**

**Fighting loneliness and home sickness**

* Keeping up the physical and mental strength
* Keeping up your habits
* Treating Yourself...

**CONCLUSION**

Women seafarers have to live in a society where men are prevailing and have to live in an environment dissimilar to the conditions they are used to. It is thought that they should be educated on issues related to problem areas in order to make life conditions easier and to adapt more quickly. In this context, detailed research and preparation of a curriculum will be appropriate for the training of the subjects mentioned in this article. In addition, this training should be included in the STCW to get standardize maritime training institutions all over the world. Also, educating men on the relations with women seafarers will contribute to the achievement of the desired environment on the ships.

**REFERENCES**

[1] UNCTAD, “*Review of Maritime Transport”, 2017*

[2]<http://www.imo.org/en/OurWork/HumanElement/TrainingCertification/Documents/32.pdf#search=women> (Accessed on 02 November 2017)

[3] http:// [www.marineinsight.com](http://www.marineinsight.com), and <http://www.crewtoo.com>

[4] Khan M, Dharmaraja G, Johnson. B, Vahed R., “*Life of Female Seafarers: Stationed at the Port of Durban - A Study*”, An International Peer Reviewed-cum-Refereed Research Journal of Humanities and Social Sciences Volume 5, 2017, page 88

[5] Cristina D., Felicia S., “*Seafarer Women -Perception of the Seafaring Career*”, WSEAS / NAUN 2nd International Conference on Economics, Political and Law Science (EPLS '13), Volume: Advances in Fiscal, Political and Law Science, 2013.

[6] Sohyun, J., “*Why not women seafarers?*”, World Maritime University, 2010, https://commons.wmu.se/all\_dissertations/?utm\_source=commons.wmu.se%2Fall\_dissertations%2F207&utm\_medium=PDF&utm\_campaign=PDFCoverPages

[7] Stannard, S, “*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://journals.viamedica.pl/international_maritime_health/article/view/IMH.2015.0027/3033>

[8] Dr Kate P., Emma B., Dr Minghua Zhao , Dr Pengfei Zhang , Amos Kuje , Nancy Oluoha, “*The Gender Empowerment and Multi-cultural Crew (GEM) Project Report, 2015 – 2016*”, ITF, Southampton Solent University, UK.

<https://www.solent.ac.uk/research/documents/gem-full-report.pdf>

[9] Rights of women seafarers, http://maritime-connector.com/news/general/a-list-of-important-rights-every-women-seafarer-should-know/

**CHAPTER III**

**GENDER IDENTITY**

**AND**

**LEADERSHIP IN MARITIME**

**BARRIERS TO WOMEN'S LEADERSHIP IN MARITIME AND THE WAYS TO OVERCOME THEM**

Dr. Pınar Ozdemir, English Prep Department, Piri Reis University, Istanbul,Turkey [pozdemir@pirireis.edu.tr](mailto:pozdemir@pirireis.edu.tr)

Assoc. Prof. Dr. Taner Albayrak  
Faculty of Economics and Administrative Sciences  
Department of Maritime Business Management, Piri Reis University, Istanbul Turkey [talbayrak@pirireis.edu.tr](mailto:talbayrak@pirireis.edu.tr)

**ABSTRACT**

*Maritime is a male-dominated sector and as in all male-dominated sectors, women working in maritime jobs face some problems deriving from not only the special nature of the jobs but also the hardships they face because of the bias against them in this sector. There are very few women leaders in the maritime due to these reasons and this fact deprives the sector, which is in need of a lot of qualified staff, of the positive contributions women can make. That's why some precautions should be taken to eliminate those barriers in order to enhance women's participation and leadership in the sector and give women the place they have already deserved. In this paper, data about problems related to women's leadership are gathered by a survey and some suggestions to overcome these are discussed in a workshop by women in maritime. At the end of the study, it was decided that two methods could work better than others: Providing networking and mentoring opportunities to the women in maritime and authentic leadership of women in maritime. The ultimate goal of the study is to create part of a strategy to be applied in maritime to help women reveal the leadership traits they already have, excel in their jobs and reach top positions. Following studies can be carried out to complete the strategy and to take it further.*

***Key words****: Maritime, Networking, Virtual Mentoring, Authentic Leadership*

**INTRODUCTION**

Leadership is the art of motivating a group of people to act towards achieving a common goal. The leader is the inspiration and director of the action. He or she is the person in the group that possesses the combination of personality and leadership skills that make others want to follow his or her direction [1]. Theoretically, men and women have the same rights, may have almost the same education and more or less the same traits. That means they have the same chance to be leaders, but this is not the case in practice.   
In today's large organization, as women climb up the corporate ladder they vanish. While the statistics vary slightly around the world, this is an extremely consistent pattern. At the lowest levels, more than half of the employees in organizations are female. As you move to each successively higher level in the organization, the number of women steadily shrinks. At the CEO level, worldwide, there are only 3% to 4% who are women [2]. According to a report by the European Commission (2012), in the European Union, as of the beginning of 2012, women constituted only 13.7% of board seats [3]. The ratio changes and decreases dramatically when male-dominated sectors are in question. The shipping sector of maritime business is one of the male-dominated sectors. Women make up only an estimated 2% of the world's seafaring workforce. Their low number, which is about 23,000 worldwide, means that women can face a number of hardships and may even be subject to discrimination and harassment [4]. Maritime requires both physically and mentally tough people with leadership skills and swift decision making qualities and is less tolerant for gender differences [5].

Increasing the number of women in maritime jobs will raise awareness for the presence of women on board the ships, create a woman friendly atmosphere which requires to heed their behaviour and language, encourage appropriate behaviour amongst personnel and foster camaraderie. In addition, more women aboard and more women in leadership positions in the maritime sector means varied and different viewpoints about everything going on in a ship, and the chance to respond more effectively to the requirements of the ever changing maritime industry will increase. Because of all these reasons, it is a must to increase not only the number of women in maritime but also the effectiveness of their job performance. It is clear that some measures should be taken to realize these. To decide what measures they may be, the reasons causing these problems should be determined correctly first.

**METHOD**

The data used in this study was collected through a survey and a workshop. In the first part of the study, the responses given to the questions in the survey have been analysed. The questions in the survey are some of the questions originally used in the survey in **MENTORESS** (Maritime Education Network to Orient and Retain Women for Efficient Seagoing Services) **Project**, a project funded by the EU, aiming to furnish women in maritime with leadership qualities. There are 50 questions in the survey prepared for the project, 24 of which are related to this research and are taken into consideration while doing the study. The survey is given in the website of MENTORESS Project and all the parties concerned are called upon to respond to the survey. By the time this study was made, 233 people had responded to the survey, 73 of who are women and 160 of who are men. In the second part of the study, a workshop was held with the attendance both of cadets from maritime schools and professionals from maritime sector. The exchange of ideas during the workshop provided an insight into ways to help women cope with bias and problems in reaching leadership positions. Drawing upon the information obtained from the survey and the workshop, leadership styles and assistance methods were taken into account with an eye to find ways to increase effectiveness and the number of women in maritime.

**FINDINGS**

Upon evaluation of the data, the causes of problems encountered by women in maritime have been identified and it is seen that these problems can be grouped under three headings, which are: Problems of Disapproval by Men, Problems Deriving from Lack of Guidance and Problems Related with Acquiring Leadership Skills.

**3.1 Problems of disapproval by men**

Figure 1 shows the acceptance problem for women by men.

**Figure 1**. Percentage of Responses Given by Women to the Statements in This Part

**Table 1.** Statements Used in This Part and Percentage Responses by Women and Men

|  |  |  |  |
| --- | --- | --- | --- |
| NO | STATEMENT | I Agree ( %) | |
| WOMEN | MEN |
| 1 | The male counterparts perceive the female crewmembers as threat in competition | 82 | 33 |
| 2 | If the female crewmembers behave like a man they will be accepted easily | 74 | 64 |
| 3 | Men prefer working with other men because they think women aren’t strong enough | 80 | 69 |
| 4 | Men think the presence of women on board will limit their behaviours. | 88 | 72 |
| 5 | Some officers who trust female crewmembers, still advise them to work onshore | 74 | 70 |
| 6 | When a woman succeeds in her job, male staff will be jealous of her | 81 | 44 |
| 7 | If a female crewmember makes a mistake, the feedback and reactions are exaggerated | 70 | 43 |
| 8 | It is hard for women to find appointments on board ships because the ship owners are biased against women | 84 | 69 |
| 9 | Males believe that the presence of females on board a ship will cause trouble | 84 | 60 |
| 10 | Women working at sea have less chance to be promoted to higher positions than men | 70 | 49 |

The responses show that maritime is still seen as a men's job as it has always been seen in the past. There is a strong prejudice against women in maritime domain, especially on board ships. Those biased against women include ship owners too, and this makes the situation even worse by decreasing their chances of finding a job on board. The data shows that being able to find a job on board a ship is not the end of their problems, but just the beginning.   
Once they are able to find a job on board a ship, they face another problem related to the perception of women on board by men, because men on board think that the presence of women there will limit their behaviour, prevent them from behaving freely, and hinder their promotion to higher positions. Because of this they are usually seen as a threat in competition for better positions. On the other hand, “The feedback and reaction for the mistakes by women are not proportionate to the cause,” can be deduced that there is even mobbing. Furthermore, it is widely accepted that women are advised to work ashore units although it is known that they are capable of doing every job except for those requiring physical power as efficiently as men. Men believe women bring trouble along on board and they don't prefer working with them. These kinds of behaviour are also different forms of mobbing and they are discouraging for women, who already suffer from the problems of not only working in a male dominated job but also working in a place far from their families and friends for a long time, and who are not able to get psychological help easily from them or experts. The analysis of data also indicates that women acknowledge the problems they face aboard ship and they need help in coping with hardships such as prejudice, mobbing and fighting against jealousy.

**3.2 Guidance requirement**

**Figure 2**. Percentage of Responses Given by Women to the Statements in This Part

**Table 2**. Statements Used in This Part and Percentage Responses by Women and Men

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | STATEMENT | I Agree ( %) | | |
| WOMEN | | MEN |
| 1 | Working on board a ship is mentally more tiring for the female crew members | 66 | 74 | |
| 2 | The female crewmembers feel lonely and helpless on board the ship | 58 | 46 | |
| 3 | Female professionals could perform better if they are given prior education on working in a male dominated workplace | 82 | 72 | |
| 4 | I would prefer at least another women to work with me on a ship | 82 | 79 | |

A high percentage of women agreeing with the statements above show that women in the maritime sector, especially those working on board, are in need of guidance and friendship. Maritime jobs are hard and demanding even for men, who constitute the majority of the personnel on board. There is usually a strong communication among them, so if they have a problem they will share it with each other or if they need help they can easily ask for it from their co-workers. On the other hand, for a woman who already feels isolated because of strong prejudice, it is hard to ask for help or to expect any kind of support from men who are mostly against her presence on board. Therefore it seems vital to reach women to provide the support they need in maritime via easily available means for them, even when they are at sea.

**3.3 Problems related to acquiring leadership skills**

**Figure 3**. Percentage of Responses Given by Women to the Statements in This Part

**Table 3**. Statements Used in This Part and Percentage Responses by Women and Men

|  |  |  |  |
| --- | --- | --- | --- |
| NO | STATEMENT | I Agree ( %) | |
| WOMEN | MEN |
| 1 | Male staff accepts women as equal on various tasks on board ships. | 33 | 54 |
| 2 | Men are preferred even if the female crewmembers have the same qualifications. | 82 | 66 |
| 3 | Women in maritime are likely to experience some form of sexual harassment. | 81 | 66 |
| 4 | The successful achievements of a female are usually ignored. | 64 | 39 |
| 5 | When a female crewmember makes a mistake, the feedback and reaction are exaggerated. | 70 | 43 |
| 6 | Starting from the entry stages, the women are told and advised about the negative aspects of maritime career. | 64 | 67 |
| 7 | The decisions and ideas of female staff are continuously criticized and questioned. | 63 | 39 |
| 8 | I feel the women personnel have to work harder to be accepted as equal by the male counterparts and the supervisors | 62 | 46 |
| 9 | Women working at sea have less chance to be promoted to higher positions than men. | 70 | 49 |
| 10 | I think the behaviour of male staff discourages the female staff to perform better. | 64 | 49 |

As the responses show, women feel left out on board ship. They think almost all the attitudes of male personnel have negative implication for them. Although men don't confess to it, it is easy to understand this from the way they act, speak, think and judge. Most women in maritime feel they are not welcome on board and men are ready to find fault with their work. Men’s discontent is reflected in the way they behave. They tend to exaggerate the mistakes women make while ignoring their achievements. This causes women to work harder to prove themselves and to get the positions they deserve. Men are still preferred in cases where they have the same qualifications for a job, so women must be much better to be accepted as equal. Unfortunately these kinds of discouraging behaviours have a tremendous effect on women. It causes them to lose self-confidence and enthusiasm towards their job, which means it will be hard for them to struggle to continue working on board if they don't have any support. This may even result in women giving up the struggle and leaving their job, at least those on board. In the light of the data obtained from the survey, it is concluded that females in the sector need to be stronger and equip themselves with some qualifications to cope with the problems they face, to be treated as equal and to get what they deserve. Another equally important point that can be concluded from the survey is that males in maritime sector should receive some kind of "training" to understand and appreciate the place of women in maritime and to get rid of the bias against them. Considering the discrepancy between the responses given to the same statements by women and men, it can be said that men, consciously or unconsciously, may cause women to be alienated from their jobs and this may result in the loss of important positive contributions women may make to maritime.

**3.4 Suggested ways to overcome the barriers**

It is clear that some measures should be taken, and a novel strategy should be adapted to overcome these hardships and to enhance women's leadership qualities, which will hopefully increase the number of women struggling for leadership positions in maritime. But, definitely, there is no magic bullet to solve the leadership gap of women in general and women in maritime in particular [4, 6]. Fortunately this problem does not require magic. There are a number of common sense steps that can be taken as individuals, employers and policy makers to create significant change. Drawing from the survey we administered and taking the suggestions made by the workshop attendees into consideration, we think that two styles can work for women in maritime. These are providing female cadets and staff with effective networks and mentors, and emphasizing authentic leadership qualities in them. Networking means interacting with others to exchange information and developing professional or social contacts. It is an important personal and professional activity for women in maritime since they can meet new people, make new friends, find a new job, develop their current career, explore new career options, or simply broaden their professional horizons. They can also meet other women from the sector and exchange their experiences. These are rare opportunities for women in maritime because of their working conditions and small number in the sector. These kinds of events also foster solidarity among them and help them find mentors who can provide guidance they may need in particular occasions. Apart from this, women in maritime need to have a good network due to their small percentage in maritime workforce, where there is a lot of bias against them and they are likely to be left out.   
Mentoring is a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers. It's important for the mentors to be readily accessible and prepared to offer help as the need arises [7]; however, it is not always possible in maritime. Ships are the places where women have the most problems, where they feel lonely the most, where they are subject to mobbing and harassment, even sexual harassment. To make things worse, they are also the places where it is hardest to find anyone to share their problems with. Thus the best way to provide women in maritime with help seems to be virtual mentoring which is providing mentoring by the help of technological devices such as telephones, email or other means of communication. It is quite a beneficial form of mentoring when mentor and mentee are away from each other and are not likely to meet soon, as is often the case. By virtual mentoring, perhaps they won't be able to see their mentors face to face, but they will have the advantage of reaching them anytime or anywhere they like.   
*Authentic Leadership* is a management style in which the authority figure of a group or organization deals with and communicates with his or her followers in a truthful and direct way. [8] They don’t hide their mistakes or weaknesses out of fear of looking weak. They don't try to hide their limitations, either. [9] This does not mean authentic leaders are “soft.” In fact, communicating in a direct manner is critical to successful outcomes, but it’s done with empathy. The latest studies in the field of leadership describe authentic leadership as an empowering style for women. [10] Another study emphasizes that leading with greater authenticity instead of adapting to other people's expectations may unlock more leadership potential in women and accelerate their impact within their organization. [11] By expressing more of their true self, women embrace a wider range of leadership characteristics needed to run an organization. It is also said that women leaders are more empathetic and flexible, as well as stronger in interpersonal skills than their male counterparts [12]. They are able to bring others around to their point of view or alter their own point of view. They can do this because they genuinely understand and care about where others are coming from. [12] That is an essential trait with respect to the issue of diversity management, which is of vital importance in maritime. A ship is a place where people from all walks of life come together to work and, once they are at sea, they are alone with all kinds of problems that can be caused by coming from different backgrounds, cultures and expectations. An authentic leader has the skills to lead them efficiently.

**CONCLUSION**

Like all working women, women in maritime have some problems. These problems are doubled because of working in a male dominated work place and tripled because of being at sea. To cope with them, women need be in some activities such as networking and virtual mentoring and they need to behave like their true selves, that is, authentically.  
Access to influential networks is critical to moving up the leadership hierarchy. Some studies have found that the social capital gained from networking with influential leaders is even more important for advancement than job performance. Mentoring and virtual mentoring may enable women in maritime to counsel and get help from experienced people. These will enable them to interact with people from the sector and make their voice heard, and will also help men to have a chance to get to know the women in the sector so that they may appreciate their competence in maritime. Women have some traits like patience, strong interpersonal skills, empathy or flexibility. They should behave like women, not like men, and make use of these traits to the full extent in their interaction with people. Being like themselves and acting naturally will make them authentic and carry them to leadership positions. Authentic leadership is accepted as the best leadership style for women. It shouldn’t be forgotten that while women realize themselves and take out the potential they have for the good of the maritime, maritime will be the party that will benefit from the situation the most, because women are the other half of society and without them, like everything else, maritime will also be incomplete.

**REFERENCES**

[1] What is Leadership? [viewed 2018-03-07]. The Balance Small Business 07-17-2017 Available from the Internet: https://www.thebalance.com/leadership-definition-2948275

[2] SHERWIN, B. 2014, Why Women Are More Effective Leaders Than Men? Business Insider 2014-1 [viewed 2018-03-10]. Available from the Internet: http://www.businessinsider.com/study-women-are-better-leaders-2014-1

[3] PATEL, G. and S. BUITING. 2013, Gender Differences in Leadership Styles and the Impact within Corporate Boards, Commonwealth Secretariat,, 2013, 8 [viewed 2018-02-20]. Available from the Internet:http://www.cpahq.org/cpahq/cpadocs/Genderdiffe.pdf

[4] Women Seafarers. *Inside the Issues* [viewed 2017-12-11]. Available from the Internet: <http://www.itfseafarers.org/ITI-women-seafarers.cfm>

[5] OZDEMIR, P. and ALBAYRAK, T. Women Maritime Global Leadership: How To Cope With Second Generation Gender Bias In Male-Dominated Occupations. In KITADA, Momoko, Lisa FROHOLD, and Erin WILLIAMS, eds. *Maritime Women: Global Leadership.* Springer, Verlag, Berlin, Heidelberg: Springer, 2015, pp. 217-227 ISBN10 3662516071. ISSUED also as an eBook: ISBN 9783662453858

[6] AFKHAMI, M., A. EISENBERG and H. VAZIRI Leading to Choices, A Leadership Training Handbook for Women. Bethesta, MD, USA. 2001 ISBN 0-9710922-0-6 [viewed 2018-05-10]. Available from the Internet: http://www.learningpartnership.org/docs/engltcmanual.pdf

[7] Personal and Professional Development, What is Mentoring? [viewed 2018-05-10]. Available from the Internet: <https://www.ppd.admin.cam.ac.uk/professional-development/mentoring-university-cambridge/what-mentoring>

[8] The TechTarget Network, Authentic Leadership [viewed 2018-05-10]. Available from the Internet: <https://searchcio.techtarget.com/definition/authentic-leadership>

[9] KRUSE, K. 2013 What is Authentic Leadership? Forbes Journal [online] 2013 [viewed 2018-05-10]. Available from the Internet: <https://www.forbes.com/sites/kevinkruse/2013/05/12/what-is-authentic-leadership/#38727c6edef7>

[10] WALLICK, J. 2017, Authentic Leadership and What It means for Women, [viewed 2018-05-06]. Available from the Internet: https://blog.westmonroepartners.com/authentic-leadership-means-women/

[11] "RAUKER, D.& J. FELDMAN 2015 How Being Authentic Accelerates Leadership in Woman?*"* [viewed 2018-05-10]. Available from the Internet: <https://www.kornferry.com/institute/how-being-authentic-accelerates-leadership-in-women>

[12] The Qualities That Distinguish Women Leaders, [viewed 2018-05-10]. Available from the Internet: <http://www.calipermedia.calipercorp.com/whitepapers/us/Qualities-in-Women-Leaders.pdf>

**THE FACTS, FIGURES AND CONSIDERATIONS FOR GENDER DISCRIMINATION**

Assoc. Prof Dr Ergun DEMIREL

Maritime Faculty

The Department of Maritime Transportation and Management Engineering

Piri Reis University

[edemirel@pirireis.edu.tr](mailto:edemirel@pirireis.edu.tr)

Assoc. Prof. Dr. Taner Albayrak  
Faculty of Economics and Administrative Sciences  
Department of Maritime Business Management, Piri Reis University, Istanbul Turkey [talbayrak@pirireis.edu.tr](mailto:talbayrak@pirireis.edu.tr)

**ABSTRACT**

*The discrimination defined as “unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex”. Most people could have not been affected from discrimination because of his/her race, ethnicity or colour. But there is no one who has not been involved in woman discrimination having a wife, a mother, a sister or daughter. The discrimination of women in the world is still a very huge problem; even many strong efforts are spent to secure the woman rights throughout the world.*

*Although gender discrimination still exists in many professions, the situation in the maritime community is more pressing than the other sectors. Shipping has historically been a male dominated industry and that tradition runs long. One of the reasons as to why women have never taken this career option very seriously is this fact. There is little encouragement to face the very male dominated and competitive career path due to a lack of female role models. Besides one of the biggest challenges for women in this field is combating perceptions that such jobs are meant only for men and require a skill set more associated with them. Many women fear to enter the man’s world as they believe that they might face physical harassments and violence or severe verbal abuse as well as low levels of support from co-workers. Therefore one of the priorities of the international maritime community is to find a way to make women feel that their gender does not govern how they perform in a working environment and thus make it easier for women to pursue and achieve their dreams.*

*This article intends to discuss basic facts, figures and considerations for gender discrimination to provide a basis for the future works of the* ***Project MENTORESS*** *(Maritime Education Network To Orient and Retain Women for Efficient Seagoing Services) led by* ***Piri Reis University*** *under Erasmus Plus Strategic Partnership in association with partner maritime universities from Bulgaria, Romania and Poland.*

***Key words:*** *Discrimination, Cultural Awareness, Mentoring, Women Seafarers*

**INTRODUCTION**

The *discrimination* defines “unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex” (Oxford Dictionary). Most people could have not been affected from discrimination because of his/her race, ethnicity or colour. But there is no one who has not been involved in woman discrimination having a wife, a mother, a sister or daughter. The discrimination of women in the world is still a very huge problem; even many strong efforts are spent to secure the woman rights throughout the world.

The United Nations Women's Treaty was implemented a few decades ago was supposed to give women an right to take part in their nations political and public life but that hasn't changed much (Rainbo, 2017). Beyond the equality of woman, in many countries women are still unable to vote or even wear what they want. In the most parts of Asia, ex- Soviet Union territories, Latin America, Africa and Central and Eastern Europe woman trafficking is still a heart-breaking problem.

Women Discrimination is more serious in the societies which have paternal type families. But there is not a big difference in the societies which has a maternal type family background.. We should consider the effects of the religions which have strong tenets based on male suppression.

**Major International Instruments To Protect Woman Rights**

***Universal Declaration of Human Rights (1948), (UDHR)***

The preamble to the Universal Declaration of Human Rights states that “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.”

Article 1 of the Universal Declaration proclaims that “**all human beings** are born free and equal in dignity and rights”.

Article 2: “everyone is entitled to all the rights and freedoms set forth in this Declaration without distinction of any kind, such as race, colour, **sex**, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.”

Article 7: “all are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.”

***International Covenant on Economic, Social and Cultural Rights (1966), (ICESCR)***

Article 2(2: the parties undertake “to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, **sex,** language, religion, political or other opinion, national or social origin, property, birth or other status”.

Article 3 “to ensure the equal right of men and **women** to the enjoyment of all economic, social and cultural rights set forth in the present Covenant”.

***Convention on the Elimination of All Forms of Discrimination against Women (1979), (CEDAW)***

Article 1: Convention defines **discrimination against women** as “any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field”.

CEDAW meant that women’s rights were expressly placed in the ambit of international human rights***, but the rights of women were still ignored by the mainstream human rights mechanisms***. One problem after CEDAW is that the monitoring bodies of the other human rights treaties do not solve violations of women’s rights and leave these issues up to the specialised CEDAW Committee to deal with and the adoption of the CEDAW has therefore led to the marginalisation of human rights of women. So the criticism is that the ***mainstream human rights instruments do not pay attention to women’s rights*** (Van Leeuwen, 2009).

The European Court of Human Rights consider article 14 is violated “when States treat differently persons in analogous situations without providing an objective and reasonable justification”, it now also considers “that this is not the only facet of the prohibition of discrimination in Article 14” and that “the right not to be discriminated against in the enjoyment of the rights guaranteed under the Convention is also violated when States without objective and reasonable justification fail to treat differently persons whose situations are significantly different” (European Court of Human Rights, 2000).

**Organizations Fight For Women’s Rights**

Throughout history, women haven't received the same rights that men have; they couldn't vote, women couldn't work outside of the home scorned and treated with little or no respect. Women were supposed to remain behind the men and were expected to be supportive without voicing an opinion of their own. Starting from the beginning of the 20th century, the woman rights movements have started and gradually improved.

One of the most famous women's organizations that has been leading the fight for women's rights since it was established in 1966 is the National Organization For Women, or NOW. NOW has been a major source of protection for woman on every subject important to women from workplace equality, to reproductive rights. NOW is a strong organization that will never give up the fight for the rights of all women.

There are groups that help women in many countries, and these groups aimed at helping women in the workplace. The group Equality Now is an organization that helps women who suffer in foreign countries. They help to protect woman from the horrors that are often endured by women in other less civilized countries.

The United Nations Women's Watch is another organization that pledges to eliminate inequality amongst women in foreign countries. On the American front, Planned Parenthood is a major organization that protects women and their right to reproductive choice and culture freedom. They provide alternatives to women's healthcare that can't be found in any other organization (Rainbo org, 2016).

**Assessments and Figures**

The status of the women changes in different countries depending upon economic, social and cultural development level. Instead of giving too many details on woman discrimination from different countries, it sounds too reasonable to provide a resume including assessments from an OECD Institute study namely SIGI (Social Institute Gender Index (SIGI) which is internationally recognized expert on this issue. The figures in this study covers 160 countries covering developed, developing and under developed countries.

It is also intended to introduce figures from a selected OECD country with many specifications which is not so easy find in another country such as; having a mixer of different cultures as being inheritor of an empire laid in three continents; Muslim dominant population governed by Western Legal system; in the upper layer of developing countries; representing Western and Eastern culture; the first country which granted voting rights for women; providing highly reliable data.

**General Assessment**

The major information and evaluations from SIGI (Social Institute Gender Index (SIGI) Report are introduced in the following paragraphs.

Discriminatory social institutions have a negative domino effect on the empowerment pathways of women and girls. The social institutions covered by the SIGI fall under five dimensions, spanning major socio-economic areas that affect the life course of a girl and woman: discriminatory family code, restricted physical integrity, son bias, restricted

resources and assets, and restricted civil liberties. These dimensions look at the gaps between women and men in terms of rights and opportunities as reflected in legislation, practices and attitudes.

Discriminatory social institutions are formal and informal laws, social norms and practices that restrict or exclude women and consequently curtail their access to rights, justice, resources and empowerment opportunities.

At a time when the international community is sharply focused on developing a robust new global framework that will deliver inclusive growth and equitable development based on human rights, the SIGI offers five key messages;

1. Social institutions can be a source of positive social transformation and empowerment. Social institutions evolve and reflect a society’s priorities. Eliminating discrimination in social institutions requires long-term political commitments and investments combined with community-wide action and dialogue, involving men and boys as partners in the campaign for equality.

2. Discriminatory social institutions have a domino effect on a woman’s whole life cycle. There is a strong association between discriminatory social institutions and key development outcomes, such as education, employment and empowerment. Discrimination against the girl child, such as early marriage, limits her education, increases her chances of adolescent pregnancy, and restricts her decision-making authority within the family and her ability to make informed choices about her income or her family’s well-being. Future development goals, targets and interventions must take into account how discriminatory social institutions interlock and overlap throughout a woman’s life and thus compound women’s and girls’ inability to break the cycle of inequality.

3. Gender-neutral laws and policies are not enough to guarantee equality. Constitutional and other legal protections do not suffice to protect women’s rights and empowerment opportunities due to discrimination in social institutions. Securing women’s access to justice requires gender-responsive laws, policies and programmes which take into account the structural barriers to equality. Such approaches should be in line with the principles and recommendations set out in the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and the Beijing Platform for Action.

4. Data on gender equality has improved, but greater investments are needed to bridge the gaps. The 2014 edition of the SIGI offers a detailed panorama of social institutions in 160 countries, using the most up-to-date information and data. Yet important gaps remain: notably data is missing on women’s unpaid care work, access to resources, and decision-making authority over land and assets, as well as on women’s and men’s attitudes toward these issues. On-going international and national efforts to fill these gaps and harmonise statistical standards are promising; scaling up these efforts will be critical in the post-2015 agenda.

5. Gender equality needs the united voices and actions of a cross-section of actors. Public infrastructure, institutional mechanisms (including justice systems) and support structures often fail women and girls due to low prioritisation on political agendas and in public budgets.

Keeping gender equality issues on the policy radar requires strategic co-ordinated alliances and actions between a cross-section of actors, including women’s rights movements, the media, and men and boys, in collaboration with decision makers and the private sector.

***Turkey***

The following information is based on the Turkish Statistical Institute’s latest release.

Female population (40,043, 650) constituted 49.8% of Turkey’s population. Male population (39,771,221) constituted 50.2% of Turkey’s population. Because of women live longer than men, these proportions change in elder population (aged 65 and older). While male population constituted 43.8% of elder population, female population constituted 56.2%.

***Education***

Illiterate female population is **5 times more** than illiterate male population In Turkey, while the proportion of total illiterate population in 25 and over age groups is 5.4%, this proportion is 1.8% for male population and 9% for female population in 2015.

While the proportion of high school and equivalent graduates in 25 and over age groups is 19.5%, this proportion is 23.5% for males and 15.6% for females. The proportion of total higher education graduates is 15.5%, this proportion is 15.5% for males and 13.1% for females.

***Employment***

Female employment rate was **half of male** employment rate. In Turkey the employment rate of population aged 15 and over was 45.5%; this rate was 64.8% for males and 26.7% for females in 2014.

In Turkey, labour force participation rate of population aged 15 and over was 50.5%, this rate was 71.3% for males and 30.3% for females in 2014.

Labour force participation rate of educated women was higher.

When labour force participation rate by education status was investigated, it was seen that the higher education status of women, more women participate to labor force. The participation rate was 16% for illiterate women, 25.8% for women graduated less than high school, 31.9% for women graduated from high school, 39.8% for women graduated from vocational high school and 71.3% for women graduated from higher education.

According to Income and Living Conditions Survey 2014 results, a working woman who graduated from higher education has 1.3% lower income than a working man having same education level. The education level in which there is the most income difference between genders is level of less than high school with 1.8% difference. Women earned less income than men in all education levels

***Violence***

**4 out of every 10** women have been subjected to physical violence from partners. Throughout the country, the proportion of ever-married women who reported having been subjected to physical violence during lifetime is 35.5% in 2014 according to Domestic Violence Against Women Survey realized by Ministry of Family and Social Policies. Lifetime physical violence is stated the most in the Central Anatolia region with 42.8% and stated the least in the Eastern Black Sea region with 26.8%.

***Political and Social Life***

Females participated less in political life than males. While the proportion of female deputies was **4.5%** in the Grand National Assembly of Turkey in 1935, this proportion has increased to 14.7% after 80 years. When countries were compared, it was seen that Sweden and Finland have the highest proportion of female deputies with 45% and 42.5% in 2014, respectively.

The total number of ministers in 2015 in Turkey is 27 and the proportion of female ministers is only 7.4%. When countries were compared in 2013, it was seen that Sweden and Norway have the highest proportion of female ministers with 54.2% and 50%, respectively.

Proportion of mayor females in local governments was 0.9% in 2009, this proportion is 2.9% in 2014. Proportion of city councillor females was 4.2% in 2009, this proportion is 10.7% in 2014.

***Woman Seafarers***

The women workers at sea are still too rare in the world. The percentage of woman seafarers is estimated only 2 %in the world by ITF. Female seafarers work generally in the cruise and ferries sector The women are confronting prejudice and but becoming valuable members of ships' crew.

ITF (2017) reports that women are deployed among the worst paid and least protected of jobs at sea. Women also tend to be younger, and fewer are officers than their male crew mates. Their low number means that women can be subject to discrimination and harassment. The maritime unions are alert to these dangers and strive to protect the interests of women members – who now number about 23,000 worldwide.

Women can face discrimination even getting into seafaring work. In some countries, for example, maritime education and training institutions are not allowed to recruit women to nautical courses. Women tend to enrol on navigation rather than engineering courses. Even once trained, they may have to face prejudice from ship owners who won't employ women.

Once employed, women seafarers may also face lower pay even though they are doing work equivalent to that of male colleagues. Women may also be denied the facilities or equipment available to male workers, which are a form of discrimination (ITF, 2017).

The highest employment rate for woman seafarers is in the United Kingdom; 7 percent of the officers and 21 per cent of the ratings are female. Deck and engine UK ratings in 2013 had a similar split to deck and engine UK officers. Men accounted for 99 per cent of deck ratings and nearly 100 per cent of engine ratings. The catering/other category of UK ratings had the highest proportion of women at 36 per cent (Department for Transport, 2014).

Women can face discrimination even getting into seafaring work. In some countries, for example, maritime education and training institutions are not allowed to recruit women to nautical courses. Women tend to enrol on navigation rather than engineering courses. Even once trained, they may have to face prejudice from ship owners who won't employ women. Bullying and harassment are problems for male and female seafarers alike. Such unacceptable behaviour may come from colleagues or managers, and are known causes of ill health. Although these are issues for many workers, they can be a particular problem if you are employed at sea, where you are isolated from family and friends and other sources of support.

The anticipated future growth of the world merchant fleet is over the next ten years and its possible impacts on the global manpower situation. The estimated officer shortage for 2020 is 92,000 (2.1%) and 147,500 (18.3%) in 2025. (BIMCO/ISF, 2016) It is clear that there will be a strong effort to increase the number of the cadets and seafaring officer in the next decade. It is likely expected that the number of the female seafaring officer will increase, but we are not sure about the increase of percentage of the females in the merchant fleet.

**CONCLUSION**

Most people could have not been affected from gender discrimination They can be aware of the discrimination problem when a female from their family met. The discrimination of women in the world is still a very huge problem; even many strong efforts are spent to secure the woman rights throughout the world.

Many international instruments exist to prevent woman discrimination such as Universal Declaration of Human Rights (1948); International Covenant on Economic, Social and Cultural Rights (1966), (ICESCR); Convention on the Elimination of All Forms of Discrimination against Women (1979) (CEDAW). But these arrangements are not sufficient to ensure women rights.

Starting from the beginning of the 20th century, the woman rights movements have started and gradually improved. In particular some women’s right organizations have been established such as National Organization for Women (NOW) in the different part of the world. These organizations could not stop the discrimination but at least reduced the violation of women rights.

The status of the women changes in different countries depending upon economic, social and cultural development level. OECD Institute study namely SIGI (Social Institute Gender Index (SIGI) is the best source to make a resume of the woman’s right status covers situation of 160 countries covering developed, developing and under developed countries. The findings are;

- Social institutions can be a source of positive social transformation and empowerment.

- Discriminatory social institutions have a domino effect on a woman’s whole life cycle.

- Constitutional and other legal protections do not suffice to protect women’s rights and empowerment opportunities due to discrimination in social institutions.

- Data on gender equality has improved, but greater investments are needed to bridge the gap

- Gender equality needs the united voices and actions of a cross-section of actors. Public infrastructure, institutional mechanisms (including justice systems) and support structures often fail women and girls due to low prioritisation on political agendas and in public budgets.

The situation in Turkey;

- Illiterate female population is **5 times more** than illiterate male population In Turkey

- Female employment rate was **half of male** employment rate.

- Labour force participation rate of population aged 15 and over was 50.5%, this rate was 71.3% for males and 30.3% for females in 2014.

- Labour force participation rate of educated women is higher.

The women workers at sea are still too rare in the world. The percentage of woman seafarers is estimated only 2 %in the world by ITF. Female seafarers work generally in the cruise and ferries sector. The women are confronting prejudice and but becoming valuable members of ships' crew. The estimated officer shortage for 2020 is 92,000 (2.1%) and 147,500 (18.3%) in 2025. It is likely expected that the number of the female seafaring officer will increase, but we are not sure about the increase of percentage of the females in the merchant fleet.

**REFERENCES**

Ivănuș, C. A., (2014). *Prohibition of Gender Discrimination in Some International Regulations*, AGORA International Journal of Juridical Sciences, No. 1 (2014), pp. 59-65 [www.juridicaljournal.univagora.ro](http://www.juridicaljournal.univagora.ro) ISSN 1843-570X, E-ISSN 2067-7677

Van Leeuwen, F., (2009). *Women’s Rights Are Human Rights: The Practice of the United Nations Human Rights*, Intersentia Publishing House, 2009, 8-9

European Court of Human Rights, Case of Thlimmenos v. Greece, judgment of 6 April 2000, para. 44

Rainbo org, (2016). Discrimination of Women Throughout the World (<http://www.rainbo.org/discrimination-of-women-throughout-the-world/>)

Turkish Statistical Institute, (2017) <http://www.turkstat.gov.tr/PreHaberBultenleri.do?id=21519>

OECD Development Centre (2015). Social Institute Gender Index (SIGI ) (<https://www.genderindex.org/wp-content/uploads/files/docs/BrochureSIGI2015.pdf>)

ITF, (2017). Woman Seafarers, <http://www.itfseafarers.org/ITI-women-seafarers.cfm>

Department for Transportation -UK, (2014). Seafarer Statistics, 2013 *Statistical Release*

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/275606/seafarer-statistics-2013.pdf>

BIMCO/ISF, (2016). Manpower Report, The global supply and demand for seafarers in 2015

|  |  |
| --- | --- |
|  |  |
|  | |

**SAFE MULTICULTURALISM IN THE ASPECT OF GENDER EQUALITY FOR MARITIME PROFESSIONALS1**

PhD Astrid Męczkowska-Christiansen

Polish Naval Academy

Faculty of Humanities and Social Sciences

a.meczkowska-christiansen@amw.gdynia.pl

PhD Iwona Królikowska

Polish Naval Academy

Faculty of Humanities and Social Sciences

i.krolikowska@amw.gdynia.pl

**MENTORESS** (Maritime Education Network To Orient and Retain (Women) for Efficient Seagoing Services) – (Erasmus + KA2 – 203 Strategic Partnerships for Higher Education)

**ABSTRACT**  
*Every day we experience multiculturalism, which has become an indispensable element of life in a modern society. Situations and contexts in which we can meet with it are very wide. Through the media - every day listening to news from the remotest corners of the Earth, in shops making - the choice between goods from different parts of the world, at work - in multicultural teams exchanging e-mails from different parts of the world, or where they live - where foreigners have moved upstairs . It includes relations between individual, relations in small social groups, eg. in the family, further in the workplace, in the local community and so up to the macro scale that covers the global society. We can experience it in a direct way, in spatial contact or only indirectly. The time of contact with multiculturalism can vary from one-off, short-term, eg as a tourist, through a few months or years while working in multicultural conditions (eg. on board of ship), to permanent, lasting contact, when we live in a multicultural neighborhood. We may be forced to live or work in a multicultural environment, where it will be imposed on us in advance or it may be our choice. Depending on the intensity and nature of contacts, we will perceive multiculturalism differently and judge on the scale of the continuum of degrees between admiration and hostility or even hatred.*

*However, permanent contacts, much more often and more permanently than transient, affect the shaping of our identity. In multicultural situations people often ask themselves who they are. They look for their specific features, thanks to which they will feel distinguished from other individuals. From "others", from "strangers" to "theirs" - these categories used in colloquial language, more often not yet recognized and visible in our attitudes, judgments are important in assessing the sense of our security in today's world. The modernity that surrounds us has introduced the complex nature of our lives, more often exposing us to multicultural contacts. Linking of local and global contacts - their cooperation and competing, reorganization of time and space resulted from a large social mobility associated with the expansion of mechanisms of eradicating the identity of individuals, the continuous pressure of the global factor on one hand and individual disposition on the other - a modern reality in which today's unit lives. It is a series of interactions that it is subjected to. How does omnipresent multiculturalism affect the individual? Does it give to it a sense of security, stability or just the opposite - it provides anxiety and destabilizes? Does more frequent contact with multiculturalism change our attitudes towards "strangers" by making them more "theirs"? Many sociologists try to answer these questions, whose views I will invoke here. These are contemporary sociologists like Anthony Giddens or Zygmunt Bauman but also the classics, who, although they did not create in post-modern times, already noticed some trends referring to the problems related to sharing people for "their own and strangers", ie Georg Simmel, Florian Znaniecki or Antoni Hertz.*

*Their reflections on multicultural contacts concerned and concern various social contexts. Georg Simmel analyzes the situation of a foreigner, Florian Znaniecki wrote about foreignness in the context of migrants from Poland to the United States, Antoni Hertz analyzed the problem in the context of the formation of nationalist attitudes in states, Zygmunt Bauman describes life in a multicultural city. In this article, I will try to transfer their views to a smaller area - a vessel with a multicultural crew, analyzing the crew along with its broad social environment, i.e. a company functioning in multicultural conditions on many levels: institutional (the ship is often registered under the flag of one country, the owner comes from another the country, the crew from yet another), economic and economic (moves in the world economy, its trends and policy, building markets independent of the policies of individual countries, often having greater freedom of action and influence on these markets than corporations operating only in one state) social and cultural (sailors from different cultures work together on one ship, representing different values ​​and norms, having different lifestyles and approaches to work, spending free time in different ways or having different requirements culinary terms). Such a case is that the ship is steeped in multiculturalism, so it is worth taking a closer look at its social structure. It is also worth mentioning, because a new research area emerged concerning the work of seafarers with foreign shipowners who have not yet waited for many studies.*

*Can multiculturalism be safe? The title of the article is to force reader to think deeply about our daily functioning in a multicultural world. Do we notice this? How do we perceive the people around us? Do we divide them into "ours and strangers"? Do we feel safe in dealing with them? Zygmunt Bauman points out that we consciously or subconsciously hide the desire to stay away from strangers because they constitute the "incarnation and harbinger of danger (Z. Bauman, 2011). It distinguishes even the category of "dangerous aliens" - whose intentions and behaviors should never be sure. They threaten us through their co-presence, cause an increase in crime, take our jobs, taking away our income and dignity, pushing us to the margins and taking away our social position, which, in our opinion, belongs to us forever (Z. Bauman, 2011). Do not we actually feel safe living, working, being in a multicultural environment ? Marian Golka points out that multiculturalism is not enough to notice today, you have to do something with it (M. Golka, 2010). Writing about multicultural societies, Sadowski observes that "(...) in modern multicultural societies, the possibilities of leaving multicultural relations in the elemental and fully spontaneous form have already been exhausted. On the contrary, they require a systematic and institutional resolution of conflicts that arise between certain groups, and the pursuit of intercultural education mainly to create the ability to conduct intercultural dialogue. (...) Thus, even the benevolent indifference of the state or the dominant group is no longer enough, but something more is needed (M. Golka, 2010). A new paradigm of social cohesion should be developed in multicultural conditions, taking into account the transnational nature of today's reality (E. Budakowska, 2009).*

*Such actions are not widely undertaken and most people were simply left to themselves in new social conditions, forming a certain relation to a diverse world. Our attitude towards multiculturalism thus consists of many elements or remedies that would make life more bearable in the world. The construction of identity in the conditions of modernity is a difficult matter, almost breakneck, and moreover, it overlaps with the process of all-embracing multiculturalism (Z. Bauman, 2011). Not having the proper knowledge and support from society, the individual living in liquid modernity uses various methods to protect themself against strangers. It's just that instead of bringing us the expected results, they cause a further increase in the sense of insecurity (Z. Bauman, 2011).*

*A multicultural ship is a convolution of a modern institution subjected to the processes of globalization and to this operating in multicultural conditions, and on the aforementioned many levels. As Antony Giddens observes, analyzing the influence of modern institutions on the shaping of the identity of individuals: "(...) these are not just external changes. Modernity radically transformed the nature of everyday life and changed the most personal human experience." Maritime companies with a multicultural character are just an example of such modern institutions affecting their members. They are characterized by high dynamics, the range of activities of a global character and also the lesser ground of traditional forms of activities (A. Giddens, 2002). The influence of modernity on the lives of individuals at the institutional level is visible in the form of mutual interpenetration of social systems with global systems and with units focused on self-development. Globalization directly affects the identity of individuals and creates new identity mechanisms. The feedback is visible here because these mechanisms give shape but are also shaped by modern institutions - and about this in the first part of the article. However, when considering the problem of multiculturalism, it is impossible to avoid questions about "who is your own and who is stranger?". About how an individual functioning in a multicultural space, how he perceives the world around it, dividing people into "others", "his" and "strangers" in the following.*

**CREATING IDENTITY IN CONDITIONS OF MODERNITY AND MULTICULTURALISM**

How to build your identity in such a complex reality? What is it supposed to be based on and what will give us a sense of security? According to Anthony Giddens, the identity of the individual becomes a reflexive undertaking consisting in an attempt to maintain the coherence of biographical narratives between the post-modern order of modernity and new forms of mediation of experience, multiple choices from different abstract systems. All of this is accompanied by a weaker impact of tradition and the growing importance of globality and the multiplication of the contexts of activities of various centers, environments (family, work, local environment, social circles). Individuals are forced to make identity choices from a variety of options, where opposing tendencies often occur. Multicultural designs do not make this choice easier. They provide a lot of new forms of behavior, designs and values, giving, on the one hand, a larger field of choice, but also on the other, without giving roots. Not being sure that this choice is the right one. There is no support, visible in previous centuries, from a well-known local environment. The unit is left alone - it has to make a decision. There is a sense of eradication, lack of continuity, lack of support in well-known patterns. Globalization, having in its basic slogans individualisation, has increased the importance of lifestyle chosen by individuals. By specifying this term, with different meanings, it is understood here in the widest and most commonly used sense as an alternative way of life, which can generally be perceived through the values ​​and forms of consumption that accompany the growing diversity of capitalist societies.

I will extend this definition only to the intangible realm, because, as Giddens points out, "it also refers to decisions and ways of acting undertaken under conditions of serious material restrictions, eg more or less conscious rejection of widespread ways of behavior and consumption patterns (A. Giddens, 2002)." The choice of "any" lifestyle is to replace uprooting and give the individual the sense of the right to choose the life he wants. However, voluntariness is not free of restrictions and even multiculturalism may be one of them - the individual has too many choices and is unable to make a right decision or decision as such at all (A. Giddens, 2002).In addition, the adoption of foreign behavior patterns may be related to the perception of the individual by members of its group as betrayal of their own values, ideals or simply being "foreign influences." Added to this is the marketization of lifestyle styles, that is, the imposition from the top consistent with the patterns of consumption in the society of capitalist production and distribution constituting the core of the institutions of modernity. Showing the effects of shaping the identity of seafarers functioning in a multicultural space, they will quote Jan Parada, who believes that by adopting such patterns "Today, the public, global infrastation, uncritical viewers set out on sea (...) most often without the ethos and sense of national and naval bond, because they are only mercenaries under foreign flagss (J. Parada, 2002). "Subsequent election restrictions result from the question of class inequalities between citizens of a given country, but they also reach the global scale. In ships, this is particularly visible in the context of multiculturalism, where economic, legal or cultural differences between citizens of individual states employed on the same ship are sometimes enormous. There are ethnic divisions and unequal access to various forms of self-realization. In addition, on some multicultural ships, as well as in modern international corporations, there may also be a mechanism of suppressing one's own self for building a worker (K. Doktór, 2009).

Analyzing the problem of linking local and global contexts in constructing one's own identity and organizing daily activities, Antony Giddens points out that locality and globality do not always interact with each other but also compete frequently, which can lead to expropriation and loss in identity. The unit operates between a blurring category of criteria for anchoring trust in external and internal factors. Kinship, social obligations and traditional obligations, which were once the basis for building one's identity, are mixed up today or are being replaced by factors of an external character. That is the basis for the construction of identity can become completely strange people and new environments. New relations are becoming important here, ie maintaining a relationship with them for the benefits it provides. It is a commitment to the union itself and to other people involved. We observe in this field, both in personal life and in wider social contacts, the process of expropriation and the loss of some old, former values ​​in favor of building new foundations for action. What do we gain, what do we lose in such a situation? What is the basis of new knowledge and new skills acquired in the context of working in a modern institution? The individual is under pressure from a number of factors: the global factor, which on the one hand imposes consumerist massive patterns of life, on the other promotes individuality, the factor associated with individual dispositions, and the factor associated with the locality, origin, and roots of the individual. Thus, moral dilemmas arise, which today are rejected aside and waiting for better time to solve them or even think about them. Reality caused enormous acceleration of social life and its complexity. A unit in constant pursuit, trying to adapt to a rapidly changing reality, loses its support in locality for global choices or throws itself into the whirl of global, consumerist lifestyles detaching from well-known norms and values. It is torn between divisions between "us and them", between old, traditional forms of life and modern ones, excluded by modern institutionalization in the existential question. So there is no time to consider these moral dilemmas and a deeper analysis of the processes taking place in and around it. Man's self-realization at the level of the individual counts, forgetting about the collective level.

The reorganization of time and space associated with the expansion of the mechanisms of eradication is associated with a lack of reliance on what was and faith in the future, which is in fact uncertain. The culture of trust Giddens writes about whether the risk society analyzed by Ulrich Beck indicates that today's life is an unknown, which does not give a sense of security. We must rely on them "experts" that we do not know, who often have diametrically opposed views. It does not make it easier for us to understand the world or decide on a topic. In addition, there are many new risks associated with political variability, overwhelming multiculturalism, global market mechanisms, which means that we are not able to predict the consequences of actions taken today. Moreover, the large spatial mobility - the mobile nature of modern society and institutions associated with the change of values, standards, lifestyles, abstract systems in which we must function, causes a lot of unknowns and lack of stability, lack of support. Therefore, we should observe the growing importance of the culture of trust, but in multicultural environments on the meso and even macro-social levels, this is not visible, and the world produces new forms of diversity and distraction.

In modern conditions enhanced by multiculturalism, a sailor does not feel safe. For the most part, it equates security with economic security in the form of permanent work, good income (Ż. Stasieniuk, 2009), but the bigger problem is the lack of preparation for work in multicultural conditions. The "retraining" defined by Giddens understood as broad acquiring new knowledge and skills not so much on the professional background but social, related to functioning in a new environment, brings many fears. Giddens points out that individuals are willing to retrain more thoroughly, the more radical changes in their lives come into play and the more critical the decisions they face. Sailors, however, have families who remain in the country and are influenced by other factors. If the family is strong (it is worth noting that, unfortunately, there is a large percentage of divorces among seafaring families, and family ties due to the frequent absence of mainly the father - seaman are often not strong) retraining takes place only at certain levels. Most often in relation to professional life, because as the respondents themselves emphasize, it is different after returning home. While the patterns of work are often taken over from other cultures, it is difficult to assess to what extent they carry multicultural patterns of life, spending free time on home life. Probably the social need for acceptance from the closest and fear of exclusion in the local environment means that retraining is taking place on a smaller scale. Of course, this does not apply to all seafarers. The Parada, quoted earlier, draws attention to the spiritual emptiness that characterizes many of them, which is supposed to be fulfilled not by a culture that builds bonds and interpersonal solidarity based on the personalistic vision of man, but entertainment and consumption, while molarity is to replace only the attractiveness of the transmitted content. In view of this state of affairs, seafarer becomes a victim of the marine homelessness syndrome: homelessness by choice, most often egocentric, selfish and spiritual, homelessness in which there is no substantial material problem (J. Parada, 2000). According to the author, the basis for this phenomenon is most often disorders in emotional and personality development acquired or shaped in the family, in the working environment at sea, in the marine community. He did not take into account the global factors involved in shaping identity by modern institutions or the problem of expansion of the mechanisms of eradication accompanying seafarers while working on a multicultural ship associated with the reorganization of time and space.

**ALIENS AND YOURS**

In the introduction, it was mentioned that in multicultural situations people often ask themselves who they are. They look for their specific features, thanks to which they will feel distinguished from other individuals. They put them into the conceptual categories "yours and strangers", "us and those" or "others". These categories are important and give us a sense of security. Can we feel safe when the strangers surround us? Can a stranger become his own? What must he do to be seen that way? How to tame foreignness in a multicultural world?  
Attitude towards strangeness is a matter of our choice, which we make through everyday behavior, reactions, omissions - consciously or subconsciously dictated by fashion or imitation of others. The way we perceive foreignness is directly based on the creation of individual identities discussed earlier. The process of its creation seems particularly important in the situation of ambiguity of the cultural environment. The literature on the subject distinguishes several typical relationships that may occur between the minority and majority groups. Belong to them:

1. Assimilation - a departure from the native culture in favor of the dominant culture,
2. Merger - a new quality is created as a result of the mixing of cultures,
3. Separation - identification with own culture, majority rejection,
4. Marginalization - being "in between", lack of identification with any cultural system,
5. Blind bi-cultural - taking over elements common for both cultures,
6. Alternative bi-cultural - taking over elements differentiating culture, simultaneous
7. participation in two cultural systems.

In the above situation, an entity may adopt the following identity-building strategies:

1. Assimilation strategy - passive - adopting a new culture and merging in the host society, which leads to the loss of the primary identity,
2. Akomadative strategy - active - making changes in the originally shaped schemes as a result of external circumstances,
3. Autotelic strategy - value is interpersonal contacts and acceptance from the environment, adaptation is treated as an end in itself, the effect is integration with the host society,
4. Instrumental-task strategy - adaptation is a means to achieve the overriding goal,
5. Strategy of avoiding contradictions, reconciliation - used to defend a positive identity, has the character of adopting situational identity, possible when the individual knows the cultural codes of both cultures that apply selectively, depending on the situation,
6. Strategy of expanding the cultural code - the phenomenon of transferring to its culture elements of a foreign culture, which the individual deemed to be good,
7. Synthesis strategy - addressing superior values ​​that unites cultures, selecting positive threads from both cultures and combating negative manifestations,
8. Strategy of separation - rejection of the other culture, impermeability of own culture, creation of "foreign" enclaves, marginalization.

The selection of the strategy by the individual will be determined by its image of the world and the localization of the concepts of "homeliness, strangeness, otherness" in it. However, this is not a simple task. Because "Contemporary times are, on the one hand, revealing and extracting ever new forms of otherness / strangeness, and on the other, trying to trap them and blur them, or at least cover the gap between familiarity and foreignness (M. Golka, 2010)." Modernity and the accompanying large social mobility caused that today we encounter a foreigner much more often and in a certain way it should not be as foreign to us as a stranger, who rarely appeared in the old days, awakening a huge interest to his person. Bauman points out that, especially in large multicultural cities, physical proximity with strangers is common. However, their more frequent view did not bring us any strangeness and did not start to "change" them into "ours". The following analysis of sociologists' views on familiarity and foreignness is to indicate the present nature of this division. In the context of omnipresent multiculturalism, there have been enormous changes in the perception of what is "ours and ours". In spite of the fact that we deal with foreignness more often than in the fact that we deal with foreignness so often - nowadays it has become something temporary, less durable, sensation, attitude. It is no longer a fixed, objective determinant easy to determine. It is no longer the simple, as it used to be, opposition: us - them, but a complex, multi-stage problem. Already Georg Simmel considered the continuum of feeling foreignness and homeliness, where these concepts are able to entwine and cross each other. They constitute a certain mixture of intimacy and distance - two elements characteristic of each relationship, which, with a certain proportion and mutual tension, take on a specific form of relation to a stranger (G. Simmel, 2005). This is particularly well visible on a multicultural ship, where we are both our own and strangers. Everyone is one crew, they must cooperate with each other, they know each other so they are "theirs". On the other hand, seafarers represent different nationalities, different work systems and value systems. They operate in various abstract systems which makes them "aliens".

Defining concepts familiarity, foreignness and otherness is not easy and presents many problems. Marian Golka proposes to distinguish these three concepts (M. Golka, 2010):

* homeliness is a sense of full and blissful integration with people who know each other well trust and recognize as similar;
* foreignness is a sense of distance towards those we do not know, they worry us, we

them with reserve;

* otherness is a sense of distance from people who are considered to be different from us in some respect or people who do not belong to us.

Foreignness and otherness, however, are more often used alternately and in the remainder of the text, foreignness will not be distinguished from otherness (M. Golka, 2010). Golka also mentions the characteristics of a stranger and his own: his is characterized by similarity, predictability, we trust him, we expect him to be loyal, he shares similar values, has common symbols, arouses positive emotions, closeness and gives a sense of security. The stranger is a stranger, different, unpredictable, he professes different values ​​and uses different symbols, we have difficulties in communication, he arouses negative emotions, we expect him to lack loyalty, he is a threat to us. It is clearly evident here that strangeness is not associated with security. So when will the individual be perceived as "foreign" and when can he become "his"? Sociologists have been discussing foreignness and homeliness for years. For Georg Simmel, foreignness is a synthesis of two terms: the attitude to space is its condition and at the same time the symbol of relation to man. "Foreignness is not an individualizing feature, but it is synonymous with foreign origin, a common feature - real or potential - for many foreigners. Therefore, the aliens are not individual units for us, but a category of people of a general nature." In the opinion of alienness, the group features have a greater role than individual traits, and "(...) the stranger is close to us, if we reveal similarities between national, social, professional or general human characteristics that we share with us (G. Simmel, 2005). An interesting fact is that the author perceives foreignness as a phenomenon that can be analyzed from two opposite meannigs: as a positive form of interaction or negative. In the first case, thanks to this alienness, the stranger gains many positive attributes: he is attributed to the specific attribute of mobility - closeness and remoteness to the people with whom he is in contact and thanks to this position, he can become the confidant of the most unexpected denominations or objective, impartial an observer of events that can evaluate them. If we find the aforementioned level of common features of a national or social character - the foreignness will gradually disappear. The negative meaning of strangeness applies only to the station, when the general properties regarded as human are denied to others and the stranger is not a member of the group, we have no relation to him at all, but such situations are not analyzed by him at all. To sum up, a stranger should not be from the beginning into our circle, thus bringing in a quality that is not and cannot be the core value of this circle (G. Simmel, 2005). It is initially a foreigner understood as a person without his own place, who, however, enters our circle through various contacts. The alien is considered as such, as long as there is such a reading in relation to him.

Antoni Hertz notes that in certain social environments there is often a characteristic tendency expressed in fear of foreignness and strongly emphasized striving to defend homeliness. Explains the mechanism of the formation of an emotional attitude characterized by the rejection of everything that is foreign and "affirmation with a hot emphasis of values ​​recognized as own or familiar (A. Hertz, 2009). Such attitudes are characterized by the rejection of foreign values ​​justifying that they oppose self-esteem and/or are inappropriate to the nature of our culture. In fact, it is usually the fear of the destructive influence of value on the group in the event of their adoption. On a multicultural ship, this state of affairs makes it impossible to function safely and causes mutual dislike and conflict. Fear of foreignness may have various grounds and justifications: economic situation, mutual reluctance resulting from the history of relations between nations, distrust of what comes from "outside" or perception of accepting a "stranger" as submission to a stranger. Hertz focuses particularly on two cases: the division between himself and strangers in the process of group formation and the attribution of our values ​​and not invisible to stand out, to have his own identity and not lose himself among others and the case of an already existing group, where the defence of homeliness is connected with its inability to develop further. In the first case, it is characterized by significant two moments of social differentiation when the division of values ​​into familiar and foreign is carried out: the first moment refers to the origin of the value, that is for many it is important by whom it was created. The author notes that there are many difficulties here to distinguish the causative and genetic moments. Besides, most people do not know who the creator of a given value is, for example, assigning it to themselves. It is completely indifferent to the culture of a given environment, where the given value came from, but it is only important that it has been accepted and that it has become an achievement of this environment (A. Hertz, 2009). This is called the second moment - that is, "familiar is what is appropriate for us or in other respects" and the perceived values ​​do not have to be our product anymore. It is enough that they have been taken over by us because they suited our needs. In the second case, Hertz points out that multicultural groups are more creative and creative, while cultural ones are easier to manage but are also unable to develop further. The lively group draws its juice from all sides, gathers all sorts of values ​​and processes it for its own use (A. Hertz, 2009). Hertz's views can be transferred to the plane of today's fluid reality described by Bauman and Giddens. With constant overvaluation, new patterns often appear. "Fear of foreignness, if it is not a means of defense in certain justifiable cases, goes hand in hand with cultural ossification, with the weakening of the creative potential of the environment (A. Hertz, 2009). The group which strongly emphasizes its identity on the principle of opposing it to strangers / others, focuses only on the defense of current values ​​and defends familiarity without being able to develop further, absorb new values. This group ceased to be capable of further cultural expansion and with this greater distrust refers to new values, treating them as foreign.

Florian Znaniecki defines a stranger as one with whom we do not have a connection that is different from us in terms of biological, cultural and social. He belongs to some other group as opposed to his own belonging to a precisely defined separate social group. According to Znaniecki, belonging to a group assumes a sense of solidarity with all its members, creates an atmosphere of intimacy, in which all members of the group consider themselves as their own. Alienness and homeliness are not related to proximity and physical distance. Constant interaction, constant encounter with each other do not exclude antagonisms. In turn, frequent social contacts may go hand in hand with strongly felt alienation and with pronounced antagonism, as well as may weaken foreignness and reluctance to it. In any case, the author emphasizes that the frequency and number of contacts is the reason for perceiving someone as his or her own. A completely unknown stranger can also arouse in us the desire to isolate ourselves from him only because we do not consider him his or her own, although no contact has occurred. In addition, they significantly hinder and sometimes prevent integration with strangers, such as the nature of the group, its organizational structure, goals or atmosphere. Also, the persistence of beliefs taken from the environment of origin causes adaptation difficulties reflected in the social functioning of the individual in a new group from a different culture (J. Królikowska, 2009). In the multicultural group, familiarity and foreignness intersect and intersect in the most diverse directions. Each of us refers to many social situations or abstract systems on a scale of sizes, meanings and composition. The same man / situation / value may be both for an individual / group and for one another. Relating to homeliness and strangeness is not something fixed, but we depend on many features (ie whether it is a person with whom we have frequent contacts or sporadic, indirect or direct, whether it is in our family or only we are connected by business relations, etc.).

Even within the same group, some are considered to be strangers of another. Cultural or biological differences are basically difficult to determine, because each individual differs from the others in some respect. As can be seen from the literature of the subject (Znaniecki, Hertz, Bauman, Golka, Simmel), the perception of homeliness or strangeness is not determined by any significant difference but by conviction, the conviction on which a certain way of valuing is based, that is, strangeness decides about differences, not differences about perception of alienness. "Alien is one who is experienced as a stranger. So here comes the factor that is completely subjective in its essence completely irrational. Foreignness is not an absolute, objective feature of objects. It is a relative, subjective and irrational product based on an emotional moment. He leads by negating and exaggerating the differences to degrade those values ​​that exist and are the group's agenda, thus breaking the foundation for building a common culture. Multicultural borders are determined and strengthened due to the glaring and potentially dangerous differences between neighboring population groups, the real sequence of events is usually reversed: "(...) everyday imperceptible, small and meaningless, innocent and irrelevant or even imaginary features of people living next to each other it is considered 'alarming' and essential because the early limits set out call for justification and emotional reinforcement (Z. Bauman, 2011).

**CONCLUSIONS**  
For Bauman in social perception, a stranger is by definition a person who can be guessed at best, but we will never know them completely. This is a freak, an unknown, and therefore even if he does not behave aggressively towards us, we do not have a conscious reluctance towards him, he disturbs our peace. The author created the concept of mixfobia, that is, striving to distinguish islets of homogeneity and unification among the ocean of diversity and diversity. In addition, this division is convenient for us, because we do not have to force ourselves to reflect, self-determination, think about who we are. It gives a sense of mental comfort: uniformity makes being easier with each other and frees you from the task of mutual understanding and negotiating compromises. This sense of mental comfort is to give us a sense of security additionally strengthened by the creation of boundaries or those built up or those arising in our mentality. They are set out to create differences between "us" and "them". As Bauman said - this is the most important effect of this division, because it is manipulation, an artificial creation of various requirements of specific models of behavior from others, thanks to which we have self-confidence. We know, where to move, what is right and what is not, but we see a greater difference between what is "ours" and "others". Probably events are more likely to happen because someone has shown us the border. The division between yourself and strangers is often spontaneous putting together walls sharing ordinary people who live and work side by side. On ships, we also observe attempts at top-down regulation - imposed political correctness, which even enforces certain common behaviors and regulates them. This can act as a reminder of equal treatment among seafarers who have grown up in a country with long multicultural traditions. In the case of Polish seafarers, a meeting with another culture raises more problems. On the one hand, we are all members of the crew and we have the rule: we are all on the same ship and the mistake of one person can have serious consequences for the others. On the other hand, we can see big differences in how we work, spend our free time, language, how we eat, but also in terms of employment or treating cultures / nations as better or worse. We sometimes get so-called by officers, "service guides" of various nationalities, for example: Understanding the Culture, Personality Traits and Characteristics from Filipino Seamen or special guidelines on how to deal with eg Asians or Indians. By which, paradoxically, we become "strangers" to each other. Behaviors, regulated "from above", aimed at the safe coexistence of many nationalities working and living for a certain period of time with each other on a ship can, in the light of the above-mentioned views, bring negative instead of positive effects. An imposed policy turns away from each other instead of getting closer, because there is no mutual understanding here. With such a multicultural policy, we meet not only in workplaces but also in residence, for example in the form of poor education towards multiculturalism in schools. If someone explained from the beginning that multiculturalism is an indispensable element of our world, that one should not only tolerate it, but also understand it, probably the majority would live and work together.

The mental patterns of perception of "strangers", "others" imposed on the top, those who are not "ours" - they impede the process of mutual knowledge and understanding, they include the effect of stigmatization. Creation of walls is a side effect of the multicultural nature of urban life - wrote Bauman. Not only urban. We also observe this problem on multicultural ships. On the one hand there are groups that draw on a lot of multiculturalism. Defining it positively, as "different" in an interesting, enriching their professional and private life, showing new solutions, broadening the horizons of thought. On the other hand, I also observe a group of working and working sailors a few months in multicultural crews, who can only build walls instead of looking for the levels of agreement. They often explain that multiculturalism is not safe, because "foreigners" are worse than us: they make more mistakes at work, they are unpredictable, they threaten economically and they take away jobs, they want to live next to us after going ashore. Training in intercultural education is neither mandatory nor universal. There are specialist courses for seafarers in Western Europe and in the United States, such as Cross Culture organized by Maersk Training Center A /S in Svendborg, but these are intended only for a few officers in top positions. In the basic staff, the subject of education towards multiculturalism is not known at all. Perhaps the introduction of its elements more broadly would allow for the erection of the walls and its further, safe course.

**REFERENCES**

Bauman Z. : *44 listy ze świata płynnej nowoczesności*. Wydawnictwo Literackie, 2011

U. Beck: *Społeczeństwo ryzyka. W drodze do innej nowoczesności*. Wydawnictwo Naukowe SCHOLAR, Warszawa 2002

Bryniewicz W.: *Geneza i dzieje socjologii morskiej*. Wydawnictwo Naukowe Uniwersytetu Szczecińskiego, Szczecin 2004

Budakowska E.: *Wielokulturowość: ponowoczesnym nacjonalizmem?* [w:] *Integralnokulturowe badanie kontaktu kulturowego. Wybrane problemy społeczne i prawne*, red. J. Królikowska, Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2009

Doktór K.*: Proces wytwarzania McPracownika. Przemoc symboliczna w reprodukcji wzorów zachowań organizacyjnych*, [w:] B. Pawłowska, K. Doktór [red.]: *Dylematy współczesnych korporacji*. Wydawnictwo Uniwersytetu Łódzkiego 2009

Dzwonkowski R., Gorbaniuk O., Gorbaniuk J.: *Świadomość narodowa młodzieży polskiego pochodzenia z byłego ZSRR studiującej w Lublinie*. TN KUL, Lublin 2002

Fenrich W.: *Relatywizm kulturowy – wczoraj i dziś*. *Integralnokulturowe badania kontaktu kulturowego. Wybrane problemy społeczne i prawne.* red. Królikowska J., Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2009

Giddens A.: *Nowoczesność i tożsamość. „Ja” i społeczeństwo w epoce późnej nowoczesności.* Wydawnictwo

Naukowe PWN, Warszawa 2002

Golka M.: *Imiona wielokulturowości.* Warszawskie Wydawnictwo Literacki MUZA SA, Warszawa 2010

Grzymała – Moszczyńska H.: *Proces akulturacji. [w:] Integralnokulturowe badania kontaktu kulturowego. Wybrane problemy społeczne i prawne.* [red.] Królikowska J., Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2009.

Hertz A., Socjologia nieprzedawniona. Wybór publicystyki, Państwowy Instytut Wydawniczy, Warszawa 1999

Królikowska J., *Migracje i wielokulturowość w polskich badaniach socjologicznych. [w:] Integralnokulturowe badania kontaktu kulturowego. Wybrane problemy s połeczne i prawne,* red. Królikowska J., Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2009

Marczułajtis A. : *Dzieci z małżeństw polsko-arabskich w poszukiwaniu własnej tożsamości.* [w*:] Między piekłem a rajem. Problemy adaptacji kulturowej uchodźców i imigrantów w Polsce*. M. Ząbek [red.], Warszawa 2002

Parada J.: *Problemy socjologiczne kultury narodowej i morskiej wobec globalizmu*. Roczniki socjologii morskiej, Tom XIII, Polska Akademia Nauk, Gdańsk 2000

G. Simmel: *Obcy.* [w]: *Socjologia. Lektury*. P. Sztompka, M. Kucia [red.], Wydawnictwo Znak, Kraków 2005

Stasieniuk Ż.: *Zbiorowości marynarzy w procesie zmian społecznych.* Wydawnictwo Naukowe Uniwersytetu Szczecińskiego, Szczecin 2009

Zakidalska I.: *Wpływ globalizacji na sytuację pracy ludzi morza.* Rocznik Socjologii Morskiej, Tom XIII, Polska Akademia Nauk Oddział w Gdańsku, Gdańska 2000

Znaniecki F.: *Studia nad antagonizmem do obcych.* Przegląd Socjologiczny 1930/1932, tom 1, numer 2 – 4

**POLISH SEAFERER AS A COMPONENT OF INTERCULTURAL GENDER EDUCATION1**

PhD Astrid Męczkowska-Christiansen

Polish Naval Academy

Faculty of Humanities and Social Sciences

a.meczkowska-christiansen@amw.gdynia.pl

PhD Iwona Królikowska

Polish Naval Academy

Faculty of Humanities and Social Sciences

i.krolikowska@amw.gdynia.pl

**MENTORESS** (Maritime Education Network To Orient and Retain (Women) for Efficient Seagoing Services) – (Erasmus + KA2 – 203 Strategic Partnerships for Higher Education)

**ABSTRACT**  
*When describing multiculturalism on board of ships, it is necessary to emphasize the multidimensional nature of the problem, pointing to the coexistence of numerous and interrelated economic, administrative, educational and, finally, socio-cultural aspects. Together, crossing each other, or rather affecting each other, create a new space on the ship itself. In article, it was made a preliminary description of the directions of changes taking place in the relations of countries that are elements of the global maritime market, looking for a common ground of action and the place occupied by the Polish maritime administration. It was also considered socio-cultural changes taking place in individual multicultural teams, analyzing the influences that become and will be shared by seafarers working with them in building a multicultural, European or, more broadly, global maritime culture.*

*The sea has been multicultural for centuries. Not only connects distant lands and their cultures, they transported goods and ideas but, also in the crews, representatives of many different countries recruited on foreign lands could be found to compensate for the loss of people during cruises. Globalization and the multiculturalism associated with it are therefore nothing new, because seafarers have encountered many dimensions of globalization in the political or administrative, economic, cultural and social spheres much earlier than onshore workers. In recent years, however, it has become much more intense and we observe its much greater impact on the people of the sea (L. Janiszewski, A. Sosnowski, 1984). Today, we are much more likely to discuss the impact of globalization on social life, noticing the multitude of problems with this impact, thanks to which, it will be possible to understand and solve many of them.*

*This new world without borders has greatly influenced and still influences the situation of the people of the sea, putting a lot of challenges ahead of them, for which they do not have ready solutions that nobody taught them in maritime schools. Contacts with different cultures brought about many changes both in the identity of individual sailors, as well as in the social and collective identity of all crews. Multiculturalism is not passively present in their daily lives, but has become an active creator of a new level of contact both for those professional and because of the specificity of the seafaring profession. There were problems in looking for a plane of dialogue between people representing different cultures on the ship, their different approach to work, requirements, values, behaviors, and religion. The maritime culture has changed, mainly due to the significant disappearance of national maritime traditions in favor of cultural globalism at sea. The question about the quality and future of this new maritime culture, about creating new forms of solidarity among multicultural crews, about the mechanisms integrating them into one crew and building new bonds and new identities becomes bothering. "Undoubtedly, the international specificity of the seafaring profession is exerting an increasing influence of various national cultures and civilizations on Polish maritime culture built on the foundations of our nation's Latin civilization (J. Parada, 2000). The question is about the nature of this influence, its direction and the shape of the new maritime culture, especially on multicultural ships having, on the one hand, provide the individual with equal opportunities without violating their right to cultural diversity, and on the other hand, bring all profits of an economic (not necessarily social) nature.*

*Looking at the Polish maritime labor market, changes in the professional or economic sphere are clearly visible. You can see many changes in the field of education and maritime administration. Socio-cultural changes are more difficult to grasp (E. Budakowska, 2009). A new research area emerges here regarding the work seafarers with foreign shipowners, while the issue is dealt with by a small group of sociologists (W. Bryniewicz 2004). It is a very current problem and requires a broader (probably interdisciplinary) analysis, which is why this article is only a preliminary outline of the multicultural issues at sea.*

**MULTICULTURALISM - EDUCATIONAL DIMENSION**

As it was mentioned above, the attractiveness of Polish seafarers in global maritime labor markets is not only economic but also educational factors. The educational aspect can be considered in two ways: on the one hand there is the problem of unification of maritime education and international standards in this respect, which in turn indicates the second: the competitiveness of Polish seafarers in the labor market in terms of skills and level of education. Jan Nikolajew and Grażyna M. Leśniewska point out that "The level of education of seafarers, as the first professional group in the world, has become the subject of such strict regulation through international conventions (J. Nikolajew, G. M. Leśniewska, 2004) We are talking, for example, about the STCW Convention on the requirements for the training of seafarers and the issue of appropriate certificates for them. Such education is the answer to the shared use of the maritime global space. In Polish administration, this problem appeared in 1995 where, as mentioned by Daniel Duda, then an employee of the Maritime Office in Gdynia: the changes that took place in the country quickly changed the face of our economy, including universities, schools and training centers. It was necessary to prepare, among others, appropriate programs for all levels: from captain through officers, mechanical services to seafarers, regulations on accreditation, training process, qualification requirements, diploma and certificate models, certificates and send to London to the IMO (L. Stefaniak, 2010). Poland has become a full participant in the global maritime educational space, meeting international requirements in this regard. The result of these changes is the professional preparation of Polish officers, meeting the requirements of EU shipowners where, despite high competition, they find employment. A good example are seafarers working in specialist units, where appropriate qualifications are required. On typically commercial merchant ships there is a lot of competition from seafarers from the East, Filipinos and Indians, who have similar qualifications as Polish officers. "However, ship-owners specialized units look differently, whether it is a man from Europe and from what center (education - from the author)( E. Kubowska, 2010). Poland, being a component of the European maritime space, was appreciated in this regard. This is also evidenced by the invitation of the Polish maritime administration to participate in the project "Creating a Network of Maritime Improvement and Training Centers" as part of the Action Plan of the EU Baltic Sea Region Development Strategy prepared by the European Commission based on the mandate given to it by the European Council in December 14, 2007 conclusions It is a concept of a broad, multidimensional educational model based on a combination of three elements: (1) available educational opportunities, (2) the necessary national maritime administration requirements and international conventions and regulations, (3) labor market needs related to maritime economy. The main objective of the project is to unify the maritime education system in the Baltic Sea region and then throughout the European Union by creating a network of cooperating training centers educating maritime personnel according to a harmonized maritime education system. The final stage is to establish a European Maritime University. It is postulated, among other things, to introduce the "Certificate of excellences" which is a determinant of common standards and scope of curricula in maritime higher education and associated training centers. An interesting point of the project is the position of the introduction of "long-life learning" aimed at, if necessary, ensuring the possibility of continuing the professional career on land. Unfortunately, the work on the project is very slow and, for now, no major agreements have been reached between the maritime administrations of the region's states, academies and employers (www.gospodarkamorska.pl). It results, to a large extent, from the current national character of maritime education conducted by individual countries. Only private centers educating seafarers have prepared and implement an offer for students regardless of their country of origin. These are mainly specialist courses not available in the educational offer of many countries from which sailors come. There is still a problem with lack of special coursers connected with the gender equality on board of ships.

**MULTICULTURALISM - A SOCIO-CULTURAL DIMENSION.**

Returning to the views already quoted by Zygmunt Bauman, reflecting on the future of the globalized world, he thinks that a new order will have to arise, but it will be based on new mechanisms not yet in place (Nowy nieład światowy, „Polityka” nr 51). Order, where it is unimaginable to repeat the idea of ​​common identity - common origin, common past, common language. "There will be no global national community, so there will be no global democracy. Unification of civil rights and obligations. Everything else must be relegated to the sphere of privacy. (...) This must be the minimum order, covering only what is necessary and based on the transition from tolerance to solidarity (Nowy nieład światowy, „Polityka” nr 51). Elżbieta Budakowska points out that multiculturalism "... brings a new type of sensitivity regarding the awareness of certain people's needs in contemporary social reality (...) - a new perspective is needed: to create a politically active community, one nationality is not necessary. Nationalism is not one basis for a common bond. However, in the context of the need to deal with the reality of the growing diversity of contemporary societies, we should look for a new form of solidarity (E. Budakowska, 2009).

This can be transferred to a multicultural and both gender crew ship in a micro-social plane. In the literature you can find many interesting studies on multiculturalism and gender equality, but in the context of large social groups, i.e. the nation and the state. They talk about the relations of the receiving society or about the attitudes and behaviors of immigrants towards their contact with the new culture of the host country. The situation on the ship has a completely different ground. A ship, at least theoretically, constitutes a neutral ground in terms of nationality, having only its organizational culture. In many cases, there is no problem with the dominance of the receiving group, because there is no common origin, a common past (it appears at most between individuals who are representatives of individual nationalities, usually negative, full of prejudices and stereotypes). Usually English is the obligatory language, however his knowledge is represented on a different level and it remains only a tool for communication in the sphere of work, in the public sphere rather than in the private sphere. Uniform rights and obligations related to signed contracts are regulated with the vessel's organizational culture, subject to numerous maritime conventions covering many areas related to the vessel's operation in the international space. However, many elements have been "pushed" into the sphere of privacy mentioned by Bauman and they are, or should be, regulated by it. This applies above all to the socio-cultural relations prevailing on the ship. Here it is worth considering their character. Are the crews of multicultural ships operating on the basis of tolerance? Maybe some new form of solidarity?

Marian Golka, defining multiculturalism as "conscious coexistence in the same space of two or more social groups with different cultural traits such as external appearance, language, religious denomination, value system, etc.,(M. Golka, 2010) points out that its mere perception in today's dawn is no longer enough. The phenomenon connected with the globalization of the interpenetration of cultures, which affected the disappearance of permanent patterns characteristic of national cultures, became widespread. Today's world is a very unstable construction in this respect, creating more and more new, common surfaces and structures that have never been seen before. They are complex, unstable, interpenetrating. Like Z. Bauman, M. Golka sees today's liquidity of the changing world. At the same time, he asks the question whether it is multiculturalism or maybe we are dealing with one of its varieties: transculturalism ? (M. Golka, 2010) Today, cultures are not permanent monoliths that exist side by side, but they interpenetrate each other to form entangled cultural networks. The concept of transculturalism, proposed by Wolfgang Welsch, takes into account the internal diversity of cultures and emphasizes that their characteristic is the mutual interpenetration called transculturality. The emphasis here is on looking for these connections, studying the strength or direction of their flow, not on the cultural differences themselves. These interconnections take the form of various processes: migration, communication, economics - economic, political and socio - cultural. As a result, the culture undergoes hybridization, while in cultures it is increasingly difficult to define "own" and "foreign" elements. This process is visible both on a global scale and in a microscale referring to individual units moving at the interface of many cultures. It can also be observed in many multicultural crews of the ship.

The multicultural contacts on the ship differ from each other in form, content and purpose. Their character depends on many variables. These special circumstances of multicultural contacts at sea create a new, unique space (other than on land, other than in international corporations). To understand this new plane, the sociological analysis of variables influencing contacts on a multicultural ship becomes important. J. Królikowska lists here variables such as (J. Królikowska, 2009):

* number of people participating in the contact, their features, i.e.: nationality, religion, education, social class;
* contact durability: permanent, regular or one-time relationships;
* central contact subject: person or area;
* circumstances of the relationship (individualized or between social entities, direct or indirect, i.e. formal procedures, voluntary - imposed);
* outline relations (axiological - normative attitudes towards the symmetry or asymmetry of the social relation);
* purpose of contact: learn about culture or achieve non-cultural goals.

The number of participants of the interaction on the ship is very diverse, ranging from a few to a dozen or even several hundred people depending on the type of unit. These are often unbalanced systems in terms of the number of people of particular nationalities, religious denominations, cultures and gender. At the same time, it can be noticed that this disproportion is related to the position occupied and is related to the difference in education. Other nationalities are cast in officer and managerial positions (British, Germans, Danes, Norwegians) and others in the rank crew (often nationals from outside Europe). In addition, there is a wide variation in the durability of the ship on the ship. Some sailors "float" on permanent contracts and for longer periods of time, reaching even several years, is associated with the same ship owner, ship and even crew. Their contacts can be considered permanent and very regular. However, some work on irregular contracts lasting up to several months and they do not return to the same ship owner. One-time contacts with other cultures occur most often in ports. The ship's main subject of contact is the employment relationship. By definition, the ship is a neutral area with only its own organizational culture. In practice, it is saturated with cultural features related to the nationality of the shipowner, additionally interpreted through the prism of the captain's culture and officers often coming from different nationalities. The circumstances of the relationship on the ship are both individual and between cultural entities, direct as well as indirect in the form of formal procedures. Some of them have a voluntary nature, some are impose (J. Sztumski, 2004). The ship's crew in the light of sociology is treated as a small workplace, taking into account the specificity of the ship as a workplace (isolation, greater threat from the natural environment, connection of the place of work and leisure, greater awareness of the common fate) and the specificity of the crew (its composition, existence of formal and informal structure on the ship, structure of function and social position of the crew and authority). Private life combines with the professional, which means that all kinds of bonds are present here.

Characterizing the relationship on the ship, the asymmetry is not only visible, in the number of participants of a given culture, seafarers employed in general, their number in particular positions, but also the multicultural relations of seafarers in relation to the dominant culture. Jadwiga Królikowska draws attention to the asymmetry of cultural contacts depending on the origin class of contact participants. There is a clear asymmetry between people with high economic and social status, who have greater choice, "splendid isolation" in the choice of intercultural contacts (J. Królikowska, 2009), and people from the lowest stratification segment forced to contact with less attractive multiculturalism of the lower daily life.

A contact with a non-cultural nature has a significant impact on the building of mutual multicultural relations on the ship: work. Most seamen do not intend to get know foreign cultures, but only "survive" the time of the cruise. Knowledge of other cultures is instrumental in nature: for example, it is necessary to know the language to communicate, mainly in the professional sphere, which only works to know the basic words, less often gestures or customs. For the main part, they can be classified as changes in the sphere of universal courtesy of global culture that do not require the participation of deeper content of their representatives of different cultures (J. Królikowska, 2009).

As a result of these contacts with different cultures one can try to define individual rather than group cognitive changes. They occur within certain elements: culture, i.e. lifestyle, ways of behaving, different cuisine, other music; personality: adopting new patterns of behavior, attitudes, ideals, work patterns; social, for example, striving to live at a similar economic level, being in the dominant class, for example by equalizing the salary of the seafarers from Western Europe, a similar standard of living and elements of mastering a foreign language and "thinking" in a new language. Most are marked by superficiality and distance, rarely they are deep and concern the change of their own culture, identity changes, i.e. the rejection of the old "self" and the creation of a completely new one.

**CONCLUSIONS**  
Is Polish maritime culture an element of European maritime culture or, more broadly, global culture? Jan Parada points out that there is assimilation but at its worst. "Every year, old seafarers are brought up, brought up on good traditions and maritime solidarity, and young people arrive, often unprepared or unaware of what they should know about sociology and maritime and national culture. Today, representatives of mass society, global infostrada, uncritical recipients set out in the sea (...) most often without the ethos and sense of national and naval bond, because they are only mercenaries under foreign flags (J. Parada, 2010). They characterize their "primitive standards of entertainment full of attitudes of ignorance and passivity in relation to the upcoming vision of the world where a citizen of the World or Europe will not need a nation, faith in God and traditional values ​​resulting from centuries of culture (...)(J. Parada, 2010). This spiritual emptiness is supposed to be fulfilled not by a culture that builds bonds and solidarity between people, but entertainment and consumption, while molarity is to replace only the attractiveness of the transmitted content (J. Parada, 2010). In view of this, the Polish seafarer becomes a victim of the marine homelessness syndrome: homelessness by choice, most often egocentric, selfish and spiritual, homelessness in which there is no substantial material problem. I wonder if a multicultural work environment at sea and a "sailor community" are in fact such a source of danger to the shaping of modern sailors? According to Z. Bauman, if we live in a multicultural world, we must look for new ties, new mechanisms of solidarity? Perhaps the above-mentioned pessimistic assessment is dictated by the expectations that the profession of a seaman will not evolve and positive valuation of lasting order, where most seafarers were employed under the Polish flag, without fear of constant changes. I sometimes encounter such an attitude even with sailors who have a long-term experience at sea and who remember the previous system well. The overwhelming majority of seafarers surveyed working on the sea for up to 20 years, especially those with higher education and holding high positions on multinational ships, praise the current state of affairs praising higher salaries, a more solid approach to work, greater opportunities for promotion , work in other cultures.

Żaneta Stasieniuk studying seafarers notices that also in the case of seafarers with lower qualifications, the majority of the surveyed population declares job satisfaction (Ż. Stasieniuk 2009). Research on the work of Poles in multicultural crews is underway and may indicate that for years Polish mariners have found new, supranational and interreligious forms of solidarity in a multicultural team including gender equality. In the economic, educational and administrative dimension, we have already become members of the maritime European community. We are still fighting for an equal position in economic terms, but this situation has improved significantly in recent years. In the socio-cultural dimension, there must still be changes related to the poor preparation of Poles for work in a multicultural society[[7]](#footnote-7), too poor education not only in maritime schools, but also at the basic level regarding the broadly understood problems of tolerance, knowledge of other cultures and religions. Changing societies, globalization, make the world around us become multicultural whether we like it or not. Sailors have long ago encountered this problem. Perhaps it is from them that we should learn how to live and work in a multicultural environment.

**REFERENCES**

Bryniewicz W., Geneza i dzieje socjologii morskiej, Wydawnictwo Naukowe Uniwersytetu Szczecińskiego, Szczecin 2004

Budakowska E., Wielokulturowość: ponowoczesnym nacjonalizmem? [w:] Integralnokulturowe badanie kontaktu kulturowego. Wybrane problemy społeczne i prawne, red. J. Królikowska, Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2009

Bugajski D., Międzynarodowe organizacje morskie, Akademia Marynarki Wojenne, Gdynia 2007;

Fenrich W., Relatywizm kulturowy – wczoraj i dziś, Integralnokulturowe badania kontaktu kulturowego. Wybrane problemy społeczne i prawne, red. Królikowska J., Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2009.

Golka M., Imiona wielokulturowości, Warszawskie Wydawnictwo Literacki MUZA SA, Warszawa 2010

Grzymała – Moszczyńska H., Proces akulturacji, [w:] Integralnokulturowe badania kontaktu kulturowego. Wybrane problemy społeczne i prawne, red. Królikowska J., Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2009.

Integralnokulturowe badania kontaktu kulturowego. Wybrane problemy społeczne i prawne, red. Królikowska J., Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2009.

Janiszewski L., Sosnowski A., Socjologia morska, Zakład Narodowy im. Ossolińskich, Wrocław 1984,

Królikowska J., Migracje i wielokulturowość w polskich badaniach socjologicznych, , [w:] Integralnokulturowe badania kontaktu kulturowego. Wybrane problemy społeczne i prawne, red. Królikowska J., Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2009.

Latoszek E., Proczek M., „Organizacje międzynarodowe. Założenia, cele, działalność”, Elipsa, Warszawa 2001.

Łopuski J., Symonides J., Międzynarodowe organizacje morskie, Gdańska 1978

Menkes J., Wasilkowski A., „Organizacje międzynarodowe. Wprowadzenie do systemu”, Wydawnictwo Prawnicze LexisNexis, Warszawa 2004

Nikolajew J., Leśniewska G. M., Socjokulturowe wyznaczniki przemian w zawodzie marynarza, Rocznik Socjologii Morskiej, t. 15, 2004, Polska Akademia Nauk, Oddział w Gdańsku, Komisja Socjologii Morskiej, Gdańsk 2004,

Parada J., Problemy socjologiczne kultury narodowej i morskiej wobec globalizmu, Roczniki socjologii morskiej, Tom XIII, Polska Akademia Nauk, Gdańsk 2000.

Stasieniuk Ż., Zbiorowości marynarzy w procesie zmian społecznych, Wydawnictwo Naukowe Uniwersytetu Szczecińskiego, Szczecin 2009.

Sztumski J., Załoga statku w świetle socjologii, Rocznik tom XV, Gdańsk 2004.

W służbie morza i wybrzeża. 90-lecie administracji morskiej, red. L. Stefaniak, Gdynia 2010, Wydawnictwo Bernardinym Sp. z o.o.

Zakidalska I., Wpływ globalizacji na sytuację pracy ludzi morza, Rocznik Socjologii Morskiej, Tom XIII, Polska Akademia Nauk Oddział w Gdańsku, Gdańska 2000,

Magazines, websites, training materials:

Cross Culture, Mearsk Training Centre A/S, Svendborg, Denmark

Folder reklamowy Organizacji Marynarzy Kontraktowych NSZZ „Solidarność”, [www.omk.org.pl](http://www.omk.org.pl)

Nowy nieład światowy, „Polityka” nr 51, 18.12.2010 r., str. 33.

Trudno zaprzeczać faktom. Dodatek specjalny Namiarów na Morze i Handel, Morski rynek pracy, nr 02/11, styczeń 2011 r., str. IV.

Polska flota morska mała, ale nie jest z nią tak źle <http://www.gospodarkamorska.pl/artykuly/polska-flota-morska-mala-ale-nie-jest-z-nia-tak-zle.html>, data publikacji: 15.05.2010

Polacy na ląd?, <http://www.portalmorski.pl/artykul/index/polacy-na-lad/923/>, data publikacji: 25.07.2005

E. Kubowska, Specjaliści na morzu, //www.gospodarkamorska.pl/artykuly/specjalisci-na-morzu.html oraz [www.24kurier.pl](http://www.24kurier.pl/), data publikacji: 15.11.2010

Sieć centrów doskonalenia i kształcenia morskiego, //www.gospodarkamorska.pl/artukul/siec-centrow-doskonalenia-i-ksztalcenia-morskiego.html, data publikacji: 05.10.2010.

**APPROACHES FOR ADAPTING THE ORGANISATIONAL CULTURE IN SHIPPING INDUSTRY WITH REGARD TO GENDER PERSPECTIVE**

Capt.(N) Prof.Dr. Kalin Kalinov

Nikola Vaptsarov Naval Academy

kalinov.ks@gmail.com

Assoc. Prof. Dr. Siyana Lutzkanova

Nikola Vaptsarov Naval Academ

s.lutzkanova@abv.bg

**ABSTRACT**

*The paper presents some approaches for establishing, managing and changing organisational culture in the shipping industry pursuing the diversity management and gender perspective in the maritime profession. The aim is to understand the nature of the informal side in the organization's behavior, to have a concept of organizational culture and its main components, to learn the functions and components of organizational culture and to understand the role of the external environment for the formation of organizational culture.*

**INTRODUCTION**

Research on the level of readiness and empathy of shipping companies to start the procesess of integrating more female personell in the sea going services show disturbingaspect of generally reluctance to accept women as crew members. Excluding cruise ships companies almost all others in Bulgaria do not accept female cadets onboard which respectively cuts off their access to a very large segment of the shipping industry.

Тhe behavior of each organization has two aspects:formal - the organization is associated with performance, discipline, flow of personell, job satisfaction; and informal - represented by the organizational culture with its inherent elements.The culture of a society is the set of all material and “moral” values, created and developed historically, perceived and used.The basis of the moral values is language. Those values include knowledge and all kinds of arts and more: customs, rituals, values, beliefs, religions, ideologies, philosophies, and others.The material values include means of production and the established environment for the life of society.

Organizational culture is the organization itself, considered by itsvalues.Organizational culture is a determining factor in achieving the organization's goals.Each organization has its own unique organizational culture.Corporate culture is a more sophisticated culture than organizational one.It is a system of shared values and beliefs, basic assumptions and norms that are shared by allmembers of the organization and from which they are guided in their behavior to each other and to the work

**Organisationalculture, its nature and main components**

**TheOrganisationalculture:**

* shapes the image of the organization;
* contributes to the sense of belonging to the organization in its members;
* enhances empathy towards the organization's tasks and devotion to it;
* strengthens the system of social stability in the organization;
* defines forms of behavior.

Allculturesregardlessof size may be described using three criteria. These criteria may also be regarded as the **STAGES** through which cultures evolve, in their passage from a loose collection of individuals to that of a distinct culture (Shein, 1985).

**1. ARTIFACTS (FACTS)** - this is the visible behavior of the members of the organization, that is, the highest, top layer of culture.Organisations have informal control mechanisms that pattern relationships and influence the formation of a culture. Thus an organisation is instrumental in modifying the behavioural responses of organisational members. The results of this modification are evidenced by changed observable behaviour amongst organisation members(Shea 2005).An example of this would be the results of interaction between Heads of Departments HOD and other members of the department, where the HOD’s responses oractions acted as a catalyst that assisted in the behaviour modificationof subordinates.

**2. VALUES** - the declared beliefs and values expressed in the mission, goals, strategy and philosophy of the organization**.**The determination of a common set of values was important in deciding whether the organisationalculture aboard a ship was the same for all ships, or not.Values were those unique interactions, activities and procedures developed by organisations to guide the daily activities of its members. These values can be thought of as an internal system or environment which once formed influenced the organisation’s external environment Shea 2005). These values were therefore the ‘shades’ through which organisational members (i.e., seafarers) viewed their external environment and were the filters they used to helpidentify and generate values after interaction with the external environment had occurred. The importance of these collective beliefs, socialmeanings and shared history of experience provide an insight into what individuals in the group value. So, supporting core values of anti-discrimination would have a positive impact on a ship’s culture.In the literature is stated to be important to determine how a seafarer would react if changes were introduced aboard a ship, as changes which aligned with seafarer values were more likely to be supported by them, as opposed to changes which did not (Harbst & Madsen, 1993 according Shea 2005).

**3. BASIC, FUNDAMENTAL (UNDERLYING) ASSUMPTIONS AND VISIONS -** Control the behavior and decisions of people at the subconscious level, forming an integral system or mental map.

ENVIRONMENT AND CULTURE

The external environment has a strong influence on organizational culture. Culture must contribute to the organization's goals and must therefore be adequate to the external environment.

**Adaptive organisational culture -** managers are focused on customers, shareholders and employees of the company and act as initiators of change. Leadership is at all levels of management.

**Non-adaptive organisational culture -** managers show uncertainty in decision-making, focusing on political methods and bureaucratic procedures. They are primarily guided by their own interests and the interests of persons or groups close to them.

**Types of organisational culture**

According Quinn & Rohrbaugh’s[Competing Values Framework](http://www.valuebasedmanagement.net/methods_quinn_competing_values_framework.html) there are two key variables that form four basic types of organizational culture.

1) To what extent the organization’s strategic focus is *internal* (on employees) vs. *external* (on customers and the market

2) How much the organization leans toward *stability and control* or toward *flexibility and change.*

****

1. **Approaches for establishing organisational culture**

Rarely does an organization’s culture lie entirely in one quadrant.Cultural values unite people around high ideals and common goals, create enthusiasm and direct employee action in line with strategic priorities in the organization's development.The achievement of results is strongly dependent on the values of organizational culture and the economic performance of the organization.



When forming a new organization, leaders implement their beliefs, values, and ideas by:

1. **Primary mechanisms.**
2. **Secondary mechanisms.**

Organizational culture management, based on Kurt Lewin's model, includes the following stages:

1. **“Unfreezing**" - there is a disturbance of balance, there is a motivation for change.

**2. "Culture Changing"** - this is the process of learning new behavior, which is realized using the "error-proof" method or by the imitation of the behavior of others.

**3."Re-Freezing"** - this is the establishment of new behavior and views through obtaining confirmatory evidence.

**CONCLUSION**

Whenanorganizationbegins to change, it is not clear from the beginning whether it will need to change its culture or not. The question should be answered whether culture will contribute to the changes in the organization or in contrary will hinder them. That is why clear objectives for change are first formulated and then culture is evaluated

**REFERENCES:**

Kalinov, K. Aspects of the Theory of Organisations. Varna, 2017.

Kurt Lewin’s model at <https://www.mindtools.com/pages/article/newPPM_94.htm>, accessed on 10.01.2019.

Quinn, R.E. & Rohrbaugh, J. (1983). A spatial model of effectiveness criteria: Towards a competing values approach to organizational analysis. Management Science, 29, 363-377.

Schein, E.H. (1984:Winter). Coming to a New Awareness of Organizational Culture. Sloan Management Review, 25:2, p.3.

**LEADERSHIP APPROACHES IN THE CONTEXT OF THE GENDER PERSPECTIVE IN THE MARITIME PROFESSION**

Capt.(N) Prof.Dr. Kalin Kalinov

Nikola Vaptsarov Naval Academy,

kalinov.ks@gmail.com

Assoc. Prof. Dr. Siyana Lutzkanova

Nikola Vaptsarov Naval Academ,

s.lutzkanova@abv.bg

**ABSTRACT**

*The paper presents current leadership techniques in the context of the diversity management practices and gender perspective in the maritime domain. The relevance of the problem increases by different trends and processes like demographic change, labor market fluctuations, shortage of high qualified maritime personnel etc.**The changing maritime environment itself is high dynamic and specific. The processes in the fast developing maritime industry makes the profession more demanding. Various circumstances in the current globalized and competitive maritime economy challenge the successful implementation of already established practices. Change needs time especially when it comes to values, organizational culture or habits.Ten leadership functions are described and „updated” with focus on the gender perspective. The paper can be used as course material in leadership training programes.*

**INTRODUCTION**

Based on the conducted large research on attitudes of different professional groups in the maritime domain some conclusions give us an intention to identify some challenges regarding the involvement of women in the seafaring profession. Especially, the most common obstacles occur by promoting female staff to leading positions. Although the question has many different sides and point of analyzis we will focus on some problems that are specifically valid in the maritime environment. The relevance of the problem increases by different trends and processes like demographic change, labor market fluctuations, shortage of high qualified maritime personnel etc. National or international perspective, promoting gender equality as a whole concept can not be applied overall despite some major common problems.

The very specific maritime environment indicates some thoughts on existing constraints that need to be more detailed analyzed and understood. The management and the leadership include capabilities for effective management and/or participation in the deck team. The problem is not if men and women posses in the same way those capabilities - technical know-how about the ship, managing know-how and team work experience and pro-active approach- but rather why they can not execute, apply and perform them equally. On the first sight it is because of the specific structure of the ship organization: hierarchical one with very clear chain of command. So, overcoming the obstacles being on lower level positions onboard opens the way to higher ones.

You may posses all of the mental, personal and physical characteristics of the good leader but it does not mean that you will automatically ‘climb the lather” because you are prepaired for that. It is a statistically approved fact that exactly the age and the professional experience influence the attitudes to the gender persective and equality problems onboard. Older professionals find it hard to accept the change in gender stereotypes in the maritime industry. The most common way of leading in the ship organization culture is a combination between authoritarian, bureaucratic and task-oriented leadership. So, does it mean that effective integration of female personnel onboard means to consider different leadership style, namely the strategic leadership and the so called transformational leadership. The answer is no. Good leaders often instinctively switch from style to style depending on the people who they manage and the work to be done. Furthermore, effectively promoting social justice and moral very often referrs to more „stronger” and decisive way of leading than to the very liberal and democratic one. So it is about applying different leadership techniques rather than fixing one or another style of managing the crew members. Current practices of techniques should be presented in view of diversity and gender management skills.[6] [7].

**LEADERSHIP APPROACHES /FUNCTIONS/**

**1. Help interpret the meaning of events.**

Helping people to discover the meaning of complex events is important, especially when the change is quick and practically touches every part of life. In this sense the gender perspective is definitely the case. On one hand, the maritime industry face various problems: shortage of management experience in such new relationships; the routine accumulations of the past; and deficit of prepared managers for effective diversity management of the overall transformation process. On the other, professional reliability, in general, is a result of not only professional competence (i.e. certain knowledge and skills required for performance), but also reliable functioning of a human organism and mentality. Thus the problem of reliability of professional activity is directly connected with reliability of the person's mentality, in other words - with psychological aspects of the human factor. People with a long record of service on sea-going vessels are characterised by narrowness and specialization of aspirations and interests, jealous attitude to their status, a peculiar emotional conservatism.[1] Maritime personnel shopuld be assisted in adapting to the new environment, to understand it correctly, and to change their behaviour (where meeded) in order to deal with it successfully.

**2. Consent on goals and strategies to achieve them.**

One of the most challenging processes especially when it comes to a heterogen groups with diverse structure. Effective collective activity requires agreement on what and how to do. The consensus in this case is particularly important for newly formed groups and for groups in crisis**.** It comes to the manager's particular ability to express strategic views about the organization's or individual substructure's purposes, and to motivate and persuade others to perceive these views. The potential ability to influence members of the organization, and even to make changes related to the organization's development and activity as well. The leader should be able to define and develop the organization's goal, the vision for its realization, the key strategies, the optimal structure, to identify the right people for the right positions, and to organize the most efficient processes to achieve the organization's success.The leader should try to create an organizational structure, allocate resources to the organization, and express strategic views about the organization (about its development). An environment is created where members of the organization can predict its needs in the context of its work. This kind of leadership practice (so called functional strategic leadership) is the use of creativity, understanding and planning to help each member of the organization fulfill its goals and tasks. Leaders are people who can generate and express strategic views about the organization's development, assert them, and constantly lead their subordinates to their realization.

**3. Dedication and optimism.**

The execution of difficult, stressful tasks requires dedication and persistence in the face of obstacles and temporary defeats. There are several basic theories-behavioral, random, distinctiveness, theories of power and influence etc. On the basis of all theories today, it is concluded that leaders must have different qualities that will bring benefits to them to be successful.

|  |  |  |
| --- | --- | --- |
| **Physical characteristics** | **Mentality/character** | **Characteristics related to participation in the work process** |
| Powerfullness  Resistance | Self-confidence  Honesty and integrity  Enthusiasm  Desire to lead  Independance | Striving to reach the outcome, to excellence  Good faith in reaching the goals  Ability to work with any difficulty, persistence |
| **Social requirements** | **Social characteristics** | **Mental abilities** |
| Education  Mobility | Contact manners, interpersonal relations  Ability to attract people to cooperate  Team work experience  Таctic, dimplomatic manner | Intellectual, cognitive abilities  Knowledge  Thoughtfulness  Decisive manner |

**4. Mutual trust and cooperation.**

Effective implementation of collective tasks requires cooperation and mutual trust that is possible when people are understood, tolerant to diversity, and capable of resolving their contradictions in a constructive way**.** In this context the masculinity-femininity social dimensionamong crew membersplays an important role.A society is called „masculine” when emotional gender roles are clearly distinct: men are supposed to be assertive, tough and focused on material success. Whereas women are supposed to be more modest, tender, and concerned with the quality of life. A society is called „feminine” when emotional gender roles overlap: both men and women are supposed to be modest, tender, and concerned with the quality of life.[2] Such stereotypes are not changeable over night if ever but the issue should be discussed in the context of finding mutual understable way to cooperate in order to perform tasks together without isolation and division and finally to achieve the organizational goals.

**5. Building and strengthening of collective identity.**

The effectiveness of a group or organization requires at least a medium degree of collective identification**.** If not correctly manageddiversities could split the team, respectively the crew. Again, the challenge of building the desired effective organizational culture needs more attention and clarification. Cultural values unite people around high ideals and common goals, create enthusiasm and direct the teams' action in line with strategic priorities in the organization's development. Achieving results is strongly dependent on the values of organizational culture and the economic performance of the organization.

Organizational culture management, based on Kurt Lewin's model [3], includes the following stages:

a. "Unfreezing" - there is a disturbance of balance, there is a motivation for change.

b. "Culture changing" - this is the process of learning new behavior, which is realized using the "error-proof" method or by the imitation of the behavior of others.

c. "Re-Freezing" - this is the establishment of new behavior and views through obtaining confirmatory evidence.

When an organization begins to change, it is not clear from the beginning whether it will need to change its culture or not. The question should be answered whether culture will contribute to the changes in the organization or in contrary will hinder them. That is why clear objectives for change are first formulated and then culture is evaluated.

**6. Organization and coordination of activities.**

Successful implementation of complex tasks requires the capacity to coordinate many different but interconnected activities in a way that makes effective use of people and resources. Since the goals we pursue are almost always more than what we can achieve with the available resources, an important issue of efficiency is which goal to choose, or, "what exactly" we want to do. Thus, effective resource management requires prioritization of goals. Another important problem of resource efficiency, which also follows from their limitations, is how to do what we have decided to do. This means that effective resource management also requires prioritization of resources and technologies. Last but not least, limited resources imply the distribution question "for whom". Many of the ship's resources are used to sustain the lives and motivation of the crew. How to distribute „fair” food, water, living space on the ship? How to distribute power? Should the female crew have more of this goods and how to distribute this between them as well?

**7. Encouraging and facilitating collective learning.**

Continuous learning and innovation are essential to the survival and prosperity of the organization. Its members should collectively study good practices of working together to achieve the common goals.

**8. Provide the necessary resources and support.**

For most groups and organizations, survival and development require interaction with outside groups, people, organizations. Resources, endorsement, assistance and political support should be obtained from senior levels or from people outside the organization. In the context of the gender perspective we have good examples for supporting, legally, the problem. Various national and international doctrines, programs, regulations etc. set the necessary framework for the right approach. Not least the non-governmental sector, incl. the maritime industry, shows affection and initial support. More should be done from now to start implementing it in more concrete and pragmatic way.

**9. Developing and empowering people.**

To be successful, any group or organization usually needs active membership of their members in solving problems, making decisions, and making changes. The leader should help members of the organization develop appropriate skills to be ready for leadership roles, new responsibilities, and participation in changes. In this sense the concept of the transformational leadership could be very useful because we have a process of significant changes in the transition from one condition to another, subject to certain rules that will probably change [4], [5]. Again, we face the challenge of a routine accumulations from the past and respectively deficit of prepared managers for effective management of the overall transformation process.

**10. Promoting social justice and morals.**

Satisfaction and dedication of members of the organization grows by creating a climate of honesty, compassion, and social responsibility. Establishing and maintaining it requires active efforts to protect individual rights, encourage social responsibility, and oppose unethical practice. Especially when dealing with diversity management the aspects of an ethical leadership are very important.Moral standards include the extent to which the leader's behavior: violates basic public laws; denies the rights of others; endangers the health and life of others; includes attempts to exploit others for personal gain.

**CONCLUSION**

Current reserach in the area of diversity management including the gender perspective show more demand on re-thinking of well-known and well-established approaches used in the leadership training programes on national and international level. The overview of ten functional techniques with respect of orientation and retain of female personell in the seagoing services demonstrates the need to train additional team management skills in the specific maritime environment combining and expanding them on the basis of anti-discrimation, fare ressource provision and adequate promotion which seafarers pointed out as the most common problematic issues by carrying out the duties.

**REFERENCES**

[1] Дополнительные материалы дисциплины «Психологические основы управления судовым экипажем», MCD 7.3 – (06-02) – 180403 – С1.В.1 – 2013 г., Федеральное агентство морского и речного транспорта, Федеральное государственное бюджетное образовательное учреждение Высшего профессионального образования «Государственный морской университет имени Адмирала Ф.Ф.Ушакова, Новороссийск, 2013.

[2] See above.

[3] <https://www.mindtools.com/pages/article/newPPM_94.htm>, accessed on 10.01.2019.

[4] A process where leaders and followers help each other and interact on the way to the common goal. The process is based on high ethics and motivation that can not be achieved by the usual labor force exchange for its material equivalent. Transforming leaders make people pursue their personal interests, work for more goods; they are addressing the needs of their followers. In essence, this is an expression of a behavioral pattern of a fundamentally new type of leader, whose style goes beyond the old doctrine of strategy, structure and system, to a more flexible model built on the purpose, process, and people.

[5] Maslow Theory, MacGregor's Y theory, Chris Argyris Model, Two-Factor Theory of Frederick Herzberg, Bernard Bass Transformational Leadership Theory a.o.

[6] Kalinov, K., Mednikarov, B., Kanev, D. Leadership and Team Management in Shipping. Varna, 2014

[7] Kalinov, K. Aspects of the Theory of Organisations. Varna, 2017.

**WOMAN IN DIGITAL AGE**

Assoc. Prof. Dr. Ergün Demirel  
Maritime Faculty   
Department of Maritime Transportation and Engineering

[edemirel@pirireis.edu.tr](mailto:edemirel@pirireis.edu.tr)

Dr. Pınar Ozdemir, English Prep Department, Piri Reis University, Istanbul,Turkey [pozdemir@pirireis.edu.tr](mailto:pozdemir@pirireis.edu.tr)

**ABSTRACT**

*As the world is going digital, structural changes across economies and societies deeply affect not only the working environment but also almost all aspects in our daily life. Mobile technologies have speeded up response capabilities of anything anywhere and anytime. The modus operandi in the work place changed thanks to high speed, and online and unbreakable IT connections. Now people have more flexible working conditions and working hours. Moreover, coordination, cooperation and collaboration are making it easy to have high speed visual and reliable communication at a low cost. The aim of this study is to define new posture of the business life by reviewing significant changes in the work style in the digital era and to put forward some proposals to develop better working conditions and job opportunities for women. The study starts with the review of related literature which is mainly based on researches made by international governmental and non-governmental organizations. After summarizing the improvements in the working conditions, we intended to make an evaluation of them on the impacts of the working women. As a result of this evaluation, some proposals will be submitted to adapt to these improvements so as to improve job opportunities of females in different sectors, in particular for the professions which are full of disadvantages related to characteristics of gender. The result of this study will assist related sectors to realize the new posture of the digitalized world to enable them to define a correct vision on new configuration of work conditions. This study may help the researchers understand the new posture of the sectors in the digital age and to reshape their organization and working style in a way to provide benefit for woman and getting benefit from a diversified working environment with the existence of woman.*

***Key Words:*** *Digital World, Woman at Business, Gender Diversification, Working Conditions*

**INTRODUCTION**

The world of work will change as many jobs are transformed in nature and task content. This bears important consequences for the type of skills required to perform them OECD (2017). Analysis finds that solid cognitive skills, coupled both with the ability to solve problems and learning and thinking creatively, are key to adapting to the scale, speed and scope of digital transformations (OECD, 2018).

The OECD (2017a) Programme for International Assessment of Adult Competencies (PIAAC) shows that across countries, younger workers exhibit better problem-solving skills in technology-rich environments than older workers, and “age gaps” are often wider for female workers (Figure 1).

The problem solving skills of young women are particularly important for raising the average population scores in countries where 30% or less of the workers have a medium or high ability to solve problems in technology-rich environments. In Slovenia, Greece and Turkey, for example, the share of young women who perform well in a high-tech environment is higher than that of young men across the board (OECD, 2018).

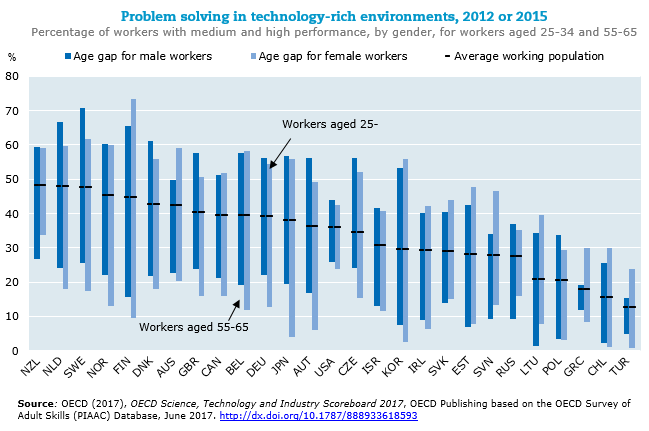
[](http://dx.doi.org/10.1787/888933618593)

Figure 1: Problem Solving in Technology-rich environment 2012 or 2015 (Source OECD,

2017a)

In OECD countries, with the exception of Korea and Switzerland, gender differences in Internet use tend to be more marked where uptake is generally lower. For example, in Turkey, only about 50% of women were Internet users in 2016 compared with 68% of men (Figure 2). Intergenerational differences, both for men and women, are also wider in countries with lower Internet uptake, and gender differences in Internet uptake are more remarkable for older generations.

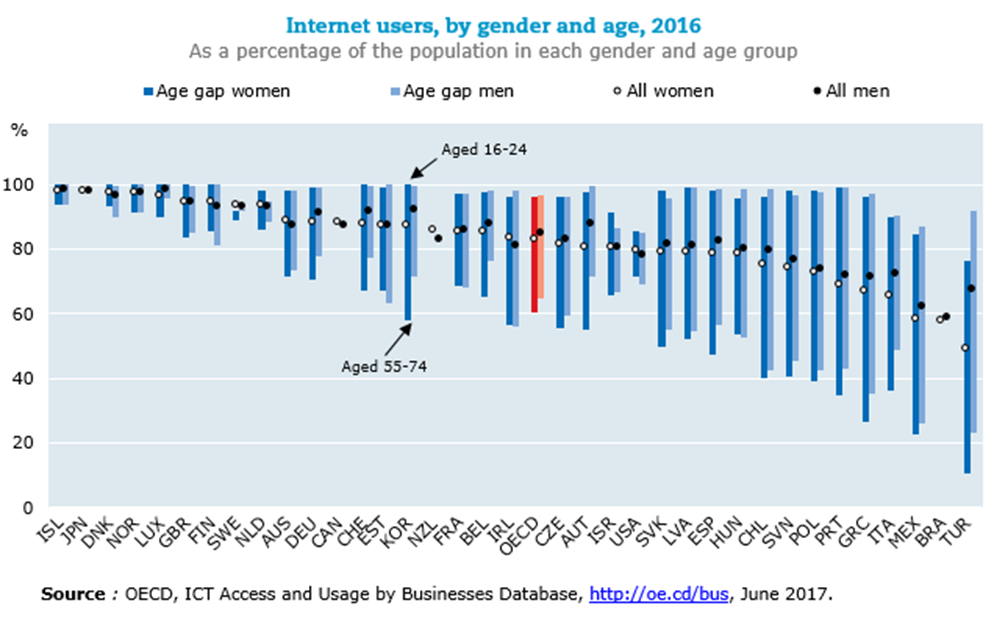


Figure 2: OECD, ICT Access and Usage by Business database 2017 (Source: OECD, 2017b)

**b. Improvements related to the Digital Era**

Futurist Gerd Leonhard (2015) explains “disruptive technology”, which has a significant impact as being the five essential elements of the digitalization. They are the following:

* Automation of knowledge work
* Advance robotics
* Autonomous vehicles
* The internet of things
* Mobile internet

The first law which is still considered as a big difference between the males and females will become meaningless when the advanced robotics and autonomous vehicle technologies improve.

The UK Department for Transport has launched its 'Maritime 2050' strategy, which was described as the first long-term programme developed in close partnership with industry it highlights the government’s recognition of the importance of the maritime sector to Britain’s future success.

Maritime 2050 is published at a time when the UK faces intense competition from maritime nations in the Far East, Northern Europe, Gulf and North America, in particular. In this document, the following items are defined as significant opportunities (MEM, 2019);

* Foster innovation in new technologies like autonomy and clean growth
* Attract more maritime business to the UK
* Drive coastal economic development to create a coastal powerhouse
* Grow a skilled and diverse workforce

More women will join the industry and business to meet the growing workforce requirements. Additionally, scientific studies proved that some of the advantages of women in business are the following;

- Women are considered to have cognitive style that focuses on harmony (Hurst et al, 1989).

omen have an ability to facilitate dissemination of information (Earley and Mosakowski, 2000).

- It is also argued that gender diversity would lead to increasing creativity and innovation (Campbell and Minguez-Vera, 2008)

It is strongly believed that the business and industry will deploy woman for the jobs required for above mentioned specifications.

**METHOD and RESEARCH**

The aim of this study is to define a new posture of the business life by reviewing significant changes in the work style in the digital era and to produce some proposals to develop better working conditions and job opportunities for women.

The study starts with the review of related literature which is mainly based on the empirical researches made by international governmental and non-governmental organizations. After summarizing new improvements in the work conditions and new requirements of the business sector, the impacts of women at work will be evaluated. As a result of this evaluation, some proposals will be produced to make use of these improvements to develop job opportunities of the female in different sectors, in particular for the professions which is full of many disadvantages due to characteristics of gender.

The result of this study will assist the various sectors to realize the new posture of the digitalized world to enable them to define a correct vision on new configuration of work conditions. This study may help the researchers understand the new posture of the sectors in the digital age and reshape their organization and working style in a way to provide benefit for woman and getting benefit from a diversified working environment with the existence of woman. The aim of this study is to define the new posture of the maritime sector by reviewing significant changes in the world economy and trade and to define some proposals for the countries developing their maritime industries.

**a. Significant changes which affect the business**

From the two decades of the 21th century on, business methods have been drastically changed depending upon the following improvements;

- Development of communication facilities

- Increased IT capabilities

- Commercialization of space technologies

- Development of IT interfaces

- Development of robotic technologies

Not only have the modus operandi of many business sectors but also previously applied work styles been changed. Some new jobs have appeared as some old ones have disappeared or changed their nature. During this transition, women started to work in the sectors which have not been considered not suitable for them due to the gender characteristics, such as crane operator, air pilots, ship skipper etc.

**b. Improvements in Western World**

Being digital is no longer an option for European citizens. Innovating is no longer an option for the European Union; however, more than half of the European population faces these challenges in inferior conditions (European Commission, 2018).

Conditions of inferiority stem from widespread stereotypes of women's supposed lack of capacity for certain technical and scientific tasks or their lesser interest in the digital world. Preconceived ideas about 'how a good leader should be' or 'what it takes to succeed as an entrepreneur' are the examples of ideas that have not been overcome. In some areas, they are being reiterated in the society. Females are not taking advantage of the opportunities created by the ICT and digital sectors in the labour market and they seem to be encountering specific barriers and difficulties, especially regarding the childbearing age which is most often at a critical juncture in their professional development (European Commission, 2018).

According to European Commission report in 2018, despite the growing demand of ICT specialists and digital profiles, the percentage of Europeans with ICT-related education, at all levels, is decreasing. This trend is shared by both genders, but the gender gap has slightly widened. There are still four times more men in ICT-related studies than women in Europe. The gap between men and women who graduate from ICT fields is persistent all around the EU. The biggest differences are found, in absolute terms, in Malta and Finland. In relative terms, the gaps are the biggest in Belgium, Slovakia, Luxembourg and Lithuania, where the number of male ICT graduates is about 10 times higher than that of females. The gap is relatively smaller in Bulgaria, Romania and Cyprus, where male ICT graduates triple those of women. Gender gap is also widening in employment. In 2015, 5.8% of European workers were employed in digital jobs, compared to 5.4% in 2011. A slight growth occurred for both men and women, but was greater among males, thus the existing gap increased. The share of men working in the digital sector is 3.1 times greater than the share of women. The gender gap is larger if only the working population with tertiary studies is considered. The share of men with university studies working in digital jobs is 3.6 times higher.

**c. Digital Jobs for Women**

According to European Commission studies, the women prefer jobs related to digital technologies. This is probably due to the fact that digital jobs generally pay better than other jobs and that workers in these occupations have, overall, better working conditions. However, women aged 30 to 44 are the exception, they leave their digital jobs more than the average, and of course to a much greater extent than men. This fact suggests that digital jobs are particularly difficult for women who are trying to reconcile their professional and personal lives. Despite the fact that female workers of the ICT sector say they have more flexibility, feel they are well paid and are motivated to a greater extent than female workers from other service sectors, they experience more discrimination. As a result, the annual productivity loss for the European economy due to women leaving their digital jobs to become professionally inactive is 16.1 billion Euro.

**DISCUSSION**

1. **Innovation and Gender Perspective**

The 19th and 20th century were the Invention Era. 21st Century will probably be called as Innovation Era. Innovation is vital in today’s Challenging World Economy. The innovation is the key element of the completion to survive.

The recommendations made by Robert Madelin (2016), on how Europe should face its mission to innovate can be applied to innovation from a gender perspective. Fighting gender imbalances, like innovating, is a complex task. It is necessary to know and understand what is happening in order to face it. Therefore, information, knowledge and awareness are crucial to succeed innovation.

In the light of Madelin’s research, following issues should be considered when finding better solutions for innovation;

***Open governance***

Gender diversity is a complex and hard to understand issue. But it is required that it is needed an open approach that allows for the integration of the very diverse actors involved so that they can collaborate in a more fluid way.

***Open innovation***

Innovation can come from “anywhere” and “anybody””. No one person will bring a great gender equality to the digital sector on his or her own. Greater achievements would be possible if the subject is approached in a more distributed, decentralized and participatory way. In our search for value, processes must become permeable to external innovations and exchange of experiences, overcoming traditional linear approaches. Some experiments show females are more successful while in collaboration with an e-commerce platform. It is believed that similar results could be reached in many other job areas and skills.

***Shared commitment and cooperation***

A common frame of vision is needed that allows overcoming the existing fragmentation of initiatives and scales-up the few successful initiatives across Europe at the EU levels. A shared, high level and long-term vision is also essential to establishing long-term initiatives. Only commitment and persistence in the medium and long-term will bring about change. Coordinated and sustained action is required. It's about people.

***Education***

Education and skills must be at the centre of every strategy and such strategies need to consider all life courses in the digital age, from childhood to adulthood. They should include life-long learning as well. What's more, education must bring about the necessary cultural change alongside skills development to provide the indispensable tools for equality.

Unfortunately, there are no magic recipes to ensure women's equal participation in the digital age. The progress has always been the result of strategic changes that have permeated the entire organizational culture. Gender equality and increased diversity have been adopted as core guiding principles of the organization. The actions undertaken have come as a result of this. Specific actions, often aimed at fulfilling general commitments or improving the corporate image, tend to have a very limited impact.

1. **Developing women in a digital world**

IT sector is rapidly growing and increasing its share in the economy not only in the Western World but also in other parts of the world. Overall spending on information and communication technology (ICT) in the Middle East, Turkey, and Africa (META) is set to grow 2.5% a year. In 2019, it is expected to reach $213 billion. Nowadays the most influential technology vendors are telecommunications operators and IT service providers. Digital Transformation (DX) initiatives play a critical role in driving ICT investment across the region.

Jyoti Lalchandani, IDC’s group vice president and regional managing director for the META region, said that “In the next two years, the proportion of digitally determined organisations with a fully integrated enterprise-wide technology architecture will grow from 34% to nearly 90%,”. he said. “By 2022, 25% of endpoint devices and systems worldwide will be executing AI algorithms, and between 2018 and 2023, more than 500 million new apps will be created, equalling the total that was built during the preceding 40 years.”

Simultaneously, the number of women working in IT sector is increasing. The women have a great interest in IT sector and they assume that this is one of the best jobs for them to prove their skills.

European Commission, (2018a) published a report on “Increase in gender gap in the digital sector - Study on Women in the Digital Age”. This new study on Women in Digital Age reports that there is a growing gap between participation of men and women in the digital sector in education, career and entrepreneurship. The main findings of this study are:

* There are four times more men than women in Europe with ICT-related studies. There is a decrease in women taking up ICT related higher education when compared to 2011.
* The share of men working in the digital sector is 3.1 times greater than the share of women.
* The annual productivity loss for the European economy of women leaving their digital jobs to become inactive is calculated to be about EUR 16.2 billion

The Digital Education Action Plan announced by the Commission is a step towards addressing this gender gap by encouraging girls and boys to take up ICT related education and be able to adapt to the needs of the digital age.

Sorgner & Krieger-Boden (2018) published an article on Empowering Women in the Digital Age. In this article, it is stated that, digitalization offers a variety of opportunities for female empowerment and for a more equal female participation in labour markets, financial markets, and entrepreneurship. Currently, digitalization seems to favour female labour force that faces lower risk of being replaced by machines, as compared to male labour force. Women’s often superior social skills represent a “comparative advantage” in the digital age, and this is particularly so when social skills are complemented with higher education and advanced digital literacy.

They draw the attention of community on the possible dangers for women in digital era. “Current gender inequalities may prevent women from fully benefiting from opportunities offered by digitalization. Women often find themselves trapped in a vicious circle, where current gender gaps hinder the chances for future improvements. Thus, prevailing legal and cultural restrictions towards female autonomy in many emerging and developing economies tend to prevent women from accessing digital devices that could help overcome some of these restrictions. And even in the most developed G20 countries, lower female enrolment rates in higher education, especially in STEM fields (Science, Technology, Engineering and Mathematics), deters women from fully realizing the chances offered by digitalization. Accordingly, women are at “risk of missing out on the most promising jobs of the digital age”.

They make a proposal by paving the way for a successful adoption of the new digital age opportunities by women. Given the potential for gender gap persistence to undermine any future gains to women from digitalization, the G20 leaders need to take action.

G20 should launch an initiative to redesign and use existing government programs to foster women’s economic and digital inclusion, especially in developing and emerging economies. These programs may enhance women’s economic inclusion by targeting women as beneficiaries of financial transfers to their families or communities. As a result, these modifications will not only enhance women’s economic inclusion but even improve them.

1. **Changing Work Conditions, Work Styles**

Technological developments, especially remote control systems, have now enabled women to do work requiring strong male power. Improved working conditions such as ventilated or air conditioned work spaces enabled emaciated women body eligible to work in difficult workshops. This situation provided work with many difficult jobs which were previously not considered suitable for females.

Ladies operating 40 tons of Gentry cranes at port at 40 meters high, female engineers at off shore facilities in the strong winds of high seas for months... Woman deployed in SEAL teams participating difficult operations when tiny women controls unmanned air vehicles in the tactical field.... 25-year-old girl handles a huge ship as a watch officer, scientist women work on board of a research ship in the wavy Arctic Sea. Ladies are now new knights of the Men’s Kingdom.

Maternity and pregnancy may create problems in some formidable work areas such as deployment on board the ships, military etc. To overcome that, we should create diversification in the profession which means the woman could have a chance to change her profession in the same sector in case of maternity or pregnancy. For example, a female seafaring officer on board could find a related job at port. This is also possible by modifying education system.

Manuel (2017) explains his solutions in this subject for maritime industry. “It allows for an easier migration of seafarer experience and talents to other parts of the maritime industry. At the national level, it has significantly enhanced the exposure and reputation of MET (Maritime Education and Training) and seafaring as a career option as it aligns more with the main expression of higher education in many jurisdictions. Furthermore, with the enhanced role of technology in the world, such education allows for the industry as a whole to have more versatile professionals in place for future changes in ship operation.

1. **More Developed Qualities in Men and Women**

There are obvious physical differences between genders in size and anatomy, but it is also a fact that there are psychological differences between the genders which is complicated and open to discussion. These differences may change depending upon social and cultural background, though there are commonly accepted qualities. These qualities are important since they affect their skills. Colonel Nevena Atanasova – Krasteva, PhD has introduced a table on More Developed Qualities in Men and Women in a conference related to the Diversity Management in the Maritime Profession. This table is based on some scientific studies, but always arguable.

Table1: More Developed Qualities in Men and Women

|  |
| --- |
| **MAN WOMAN** |
| **Logic Intuition** |
| **Summary Analysis** |
| **General perception Attention to detail** |
| **Binge abstractions Concreteness** |
| **Orientation in time and space Agility and precision of hands** |
| **Technical focus Humanities** |
| **Motive-success Motive- relation to others** |
| **Striving for Leadership Ability to obey** |
| **Binge innovation Following the rules** |

One of the most influential studies in the field, published in 2001 by pioneering personality researchers Paul Costa, Robert McCrae and Antonio Terracciano, involved over 23,000 men and women from 26 cultures filling out personality questionnaires. Across these diverse cultures, including Hong Kong, USA, India and Russia, women consistently rated themselves as being warmer, friendlier and more anxious and sensitive than the men. The men, meanwhile, consistently rated themselves as being more assertive and open to new ideas. In the jargon of personality psychology, the women had scored higher on average on Agreeableness and Neuroticism and on one facet of Openness to Experience, while the men scored higher on one facet of Extraversion and a different facet of Openness to Experience (Jarret, 2016).

Being warmer, friendlier and more anxious and sensitive to their feelings, provide more opportunity for the jobs in medical and education field. Agreeableness is a very desirable character for any type of marketing business.

As Marco Del Giudice says, “researchers often stress the risk of overestimating gender differences, but the converse is just as true. Pretending that gender differences are smaller than they are deprives people of a very important piece of knowledge about themselves and others.”

The reality is that “men shapes women, women shapes men”. Differences between genders may change in different societies and cultures. The patriarchal and matriarchal family type is also a factor in the differentiation of the sexes.

It's an elemental fact that people increasingly don't want to hear: Sex differences in personality and behaviour are real. And they have a profound effect on many aspects of health. Some traits are more prevalent in women, some in men; listed by magnitude of sex difference (Schmitt, 2017). the most dominant characters of man and woman are grouped as follows;

Woman: Body fat, Cooking, Among foragers (hunting roles), Early onset of puberty, Empathy, Interest in people over things, Preference for female-typical toys, Preference for taller mate, Primary caretaker of children, Sexual disgust, Vulnerability to depression

Man: Deep voice pitch, Early mortality, Grip strength, Height, Likelihood of homicide, Preference for rough-and-tumble play, Throwing ability, Upper-body strength, Vulnerability to psychopathy

1. **Leadership Skills of Genders**

A new study carried out at Pew Research Centre revealed that women make good leaders! As is seen on Figure 3, they actually rank higher than men do for a number of leadership traits, according to the study—though you wouldn’t know it from their paltry representation in leadership roles (Pavithra, 2017).

The following figure introduces us the result of a research on corporate leadership skills of two genders.

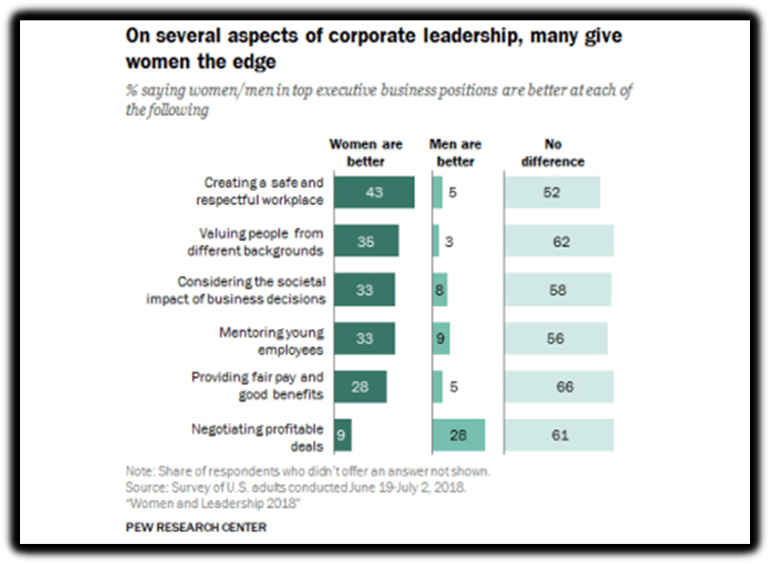


Figure 3: Comparison of Corporate Leadership of men and women

(Resource: Pew Research Centre)

Of the 4,587 people surveyed, 43% said women in business were better at creating a safe and respectful workplace, while 35% said women were better at valuing people from different backgrounds; only 5% and 3% of respondents, respectively, said men were better in those areas.

Of course, men still dominate the leadership ranks of business and politics. Though this year has seen a record number of women running for seats in the U.S. House and Senate, women currently account for just 20% of Congress. In the business world, those numbers are even more skewed, with only 25 women at the helm of Fortune 500 companies.

1. **Competencies in the Digital Era**

Common characteristics of digitalization are availability of huge data; data mining to use huge data banks; artificial intelligence to facilitate decision making; high level of automation; high speed on-line data transfer.

Digitalization changed the expectations from the human being at work. The most important human factor competencies needed in the near future are:

• Leadership

• Expressing himself well

• Processing large amounts of data from various human-machine interfaces

• Focus on critical issues rather than details.

• Working with teams in remote locations

• Understand automation and its limitations

• Manage change

• Continuous learning

• Coping with increased stress

• Ability to communicate effectively

In the light above mentioned expectations, we make some assessment on the employment of women in the future. The leadership skills of females are better than men with their smooth characters. Women are better at expressing themselves well comparing with man. Women are open to manage themselves to change and always ready for continuous learning. Their ability to communicate effectively is better than men. Automation is a part of their daily life, covering approximately all equipment in the house. The US Armed Forces prefer females as Unmanned Automated Vehicles operators knowing their abilities to work remote locations.

There are no gender gaps between males and females with basic digital skills in Belgium, Denmark, Germany, Slovakia and Malta. However, it should be noted that the data refers to self-assessed skills by the citizens in surveys and that women are generally more questioning with their own skills and capabilities than men (European Commission, 2018). It is strongly believed that this problem could be easily solved by mentoring female workers.

In conclusion, women have better qualifications to meet the most important human factor competencies needed in the near future compared with men.

**CONCLUSION**

Women have become an ever-unneglectable part of the world economy that requires increasing qualified work power every day. The technology, which is rapidly developing and offering new opportunities, **continues to** increase the number of workplaces and job sites suitable for women's work. In particular, digitalization and automation have created favourable conditions for women's work, even in workplaces that are not particularly suitable for women's work. Gender-specific traits of women allow more women to be employed in certain job areas.

United Nations, European Union, OECD and other respective associations encourage and motivate women to orientate towards many careers in different job sectors. There are many international and national programmes, conferences and workshops that incite women integration in different types of the industry. Number of the women at high- level management is increasing. More importantly many employers started to understand the advantages of gender diversity which they assumed as a disadvantage previously.

The findings of this study are introduced in the following paragraphs which should be seriously taken into account by authorities.

• The women have better qualifications to meet the most important human factor competencies needed in the near future rather than today. This should be stressed in every platforms to draw attention of the employers.

• Implementation of anti-sexual harassment and abuse regulations will facilitate the inclusion of women in business which we really require more in the new era.

• International organizations, in particular ILO (International Labour Organization), should develop new policies and programmes to facilitate and encourage inclusion of women in work.

• The pillars of the Western civilization, in particular European Union, should establish new policies which increase women participation in more job sectors, including positive discrimination measures. This will be a good example for developing and underdeveloped countries.

• On understanding the facts of the new era, new job areas should be reconsidered and created as a potential career for women.

• Maternity and pregnancy may create problems in some formidable work areas. To overcome these problems, we should provide privileges for women, which means to give them a chance to change their profession in the same sector in case of maternity or pregnancy.

Problems like sexual harassment, sexual abuse and unwillingness of mostly man-oriented employers for woman employment still continue, but depending upon the economic and social improvement, it is strongly believed that the negative effects of these problems will be gradually reduced.

Women are now present in almost every line of business and this trend will continue to increase. We must do our best to accept them as a part of our social and business life and not assume that they are intruders of our job sectors.

**REFERENCES**OECD, (2018). Women in the digital era: Internet use and skills at work (<http://www.oecd.org/gender/data/women-in-the-digital-era-internet-use-and-skills-at-work.htm> (Retrieved on 20.01.2019)

OECD, (2017). OECD Science, Technology and Industry Scoreboard 2017: The digital transformation, OECD Publishing, Paris, (<http://dx.doi.org/10.1787/9789264268821-en> (Retrieved on 20.01.2019)

OECD, (2017a). OECD Science, Technology and Industry Scoreboard 2017, OECD Publishing based on OECD Survey of Programme for International Assessment of Adult Competencies June 2017 (<http://dx.doi.org/10.1787/888933618593> (Retrieved on 20.01.2019)

OECD, (2017b) ICT Access and Use by Businesses (Edition 2017)

Michael E. M. (2017). Vocational academic approaches to maritime education and training (MET): Trends, challenges and opportunities, WMU Journal of Maritime Affairs (2017) 16:473-483 DOI: 10.1007/s13437-017-0130-3

Leonhard G., (2017). The digital transformation of business and society, and its impact on the shipping, ports and maritime industries by 2030, Digital-Transformation-Ports-2030-IAPH-Conference 29th World Port Conference 2015 , Hamburg [file:///H:/WOMAN%20IN%20DIGITAL%20AGE/Digital-Transformation-Ports-2030-IAPH-Hamburg-Futurist-Gerd-Leonhard-Public-web.pdf](file:///H:\WOMAN%20IN%20DIGITAL%20AGE\Digital-Transformation-Ports-2030-IAPH-Hamburg-Futurist-Gerd-Leonhard-Public-web.pdf) (Retrieved on 29.01.2019)

MEM (Marine Engineers Messenger (MEM),(2019). UK Launches Maritime 2050 Long-Term Strategy, 29 June 2019 <https://www.mem-online.com/news/article/uk-launches-maritime-2050-long-term-strategy.htm> (Retrieved on 29.01.2019)

Campbell, K. and Minguez-Vera, A., (2008). “Gender diversity in the boardroom and firm financial performance”, Journal of Business Ethics, Vol. 83 No. 3, pp. 435-451.

Earley, P.C. and Mosakowski, E., (2000). “Creating hybrid team cultures: an empirical test of transnational team functioning”, Academy of Management Journal, Vol. 43 No. 1, pp. 26-49

Hurst, D.K., Rust, J.C., and White, R.E., (1989). “Top management teams and organizational renewal”, Strategic Management Journal, Vol. 10 No. S1, pp. 87-105.

European Commission, (2018). Women in the Digital Age - FINAL REPORT, DG Communications Networks, Content & Technology, © European Union, 2018 ISBN: 978-92-79-77625-0 doi: 10.2759/526938 <http://www.media2000.it/wp-content/uploads/2018/03/WomeninDigitalAgeStudy-FinalReport.pdf> (Retrieved on 29.01.2019).

Madelin R., (2016). ‘Opportunity Now: Europe’s Mission to Innovate’, 2016, Figure 92. Understanding innovation in Europe ISBN 978-92-79-58446-6 doi: 10.2759/928766

Jarrett C., (2016). Do men and women really have different personalities? Personology Psychology, Tomorrow's Trends, Future Now, 12 October 2016 http://www.bbc.com/future/story/20161011-do-men-and-women-really-have-different-personalities (Retrieved 20 January 2019)

Schmitt D. P., (2017). The Truth about Sex Differences, Psychology Today, November 16, 2017 <https://www.psychologytoday.com/us/articles/201711/the-truth-about-sex-differences>(Retrieved: 20 January 2019)

Pavithra M., (2018) https://www.fastcompany.com/90240949/study-women-rank-better-than-men-at-these-leadership-traits

Manuel M. E., (2017). Vocational and academic approaches to maritime education and training (MET): Trends, challenges and opportunities, WMU Journal of Maritime Affairs (2017) 16:473–483 doi: 10.1007/s13437-017-0130-3

BLOGNEWS, (2019). Digital Transformation Spending in the Middle East, Turkey & Africa to Top $25 Billion in 2019, Tarsus. Today, January 23, 2019 <http://www.tarsus.today/digitrans-spending-to-top-25-billion/> (Retrieved: 31 January 2019)

European Commission, (2018a). Increase in gender gap in the digital sector - Study on Women in the Digital Age, Strategy Digital Single Market Reports and studies, Digital Single Market REPORT / STUDY 8 March 2018. <https://ec.europa.eu/digital-single-market/en/news/increase-gender-gap-digital-sector-study-women-digital-age> (Retrieved: 31 January 2019)

Sorgner A. and Krieger-BodenC., (2018), Empowering Women in the Digital Age, G20, Kiel Institute for the World Economy (IfW)) July 4, 2017 | Last updated: May 9, 2018 <https://www.g20-insights.org/policy_briefs/empowering-women-digital-age/> (Retrieved: 30 January 2019)

**NEW GENERATION LEADERSHIP FOR MARITIME WOMEN**

Dr. Pınar Ozdemir, English Prep Department, Piri Reis University, Istanbul,Turkey [pozdemir@pirireis.edu.tr](mailto:pozdemir@pirireis.edu.tr)

Assoc. Prof. Dr. Taner Albayrak  
Faculty of Economics and Administrative Sciences  
Department of Maritime Business Management, Piri Reis University, Istanbul Turkey [talbayrak@pirireis.edu.tr](mailto:talbayrak@pirireis.edu.tr)

**ABSTRACT**

*In this study, in light of the anticipations in parallel with the changing needs of the new era and of the maritime sector, we question how an exemplary maritime woman leader should be and which characteristics she should have to meet the changing and demanding requirements of the maritime sector. To this end, we have compared the characteristics and responses given to certain situations in the sector of Generation X Maritime Women with those of Generation Y Maritime Women. Our aim is to question the traits and qualities a new generation maritime woman should have to be an effective leader, and to formulate a new generation leadership pathway for maritime women for the empowerment of them in the sector. To do this adequately, we made use of the survey results of Project MENTORESS\*. As is clearly seen from the survey results, Generation Y Women, with greater support from their family, friends and instructors, take firm steps forward to be future leaders. On the other hand, they must still face some of the same difficulties their Generation X colleaques had, but they handle them differently. The study aims to shed light on the ways to help women cope with hardships they face to be better future leaders so as to meet changing demands of not only the sector but also the people.*

*\*****MENTORESS*** *(Maritime Education Network To Orient and Retain (Women) for Efficient Seagoing Services) – (Erasmus + KA2 – 203 Strategic Partnerships for Higher Education)*

**Key words:** New Generation Leadership, Empowerment, Generation X, Generation Y, theMaritime Sector.

**INTRODUCTION**

A generation refers to a group of individuals who have lived during the same period in history. and therefore share a number of practices and representations, experience the same historical events and are shaped by the same events, trends and developments (Venter, 2017; Duane and Mccammon, 2003, McCrindle and Wolfinger, 2011). It is agreed upon that the grouping of generations has started in 1890s when huge changes in social and economic life started to take place. The period each generation refers to changes from study to study. There are no standard definions for the time a generation begins and ends since they are affected by major cultural, political and economic markers. Each generation is unique because it has its own traits and values (Venter, 2017).

The following table showing the period of each generation has been made using the grouping made by Pew Research Center in 2019.

|  |  |
| --- | --- |
| The Silent Generation | Born 1928-1945 (74-91 years old) |
| Baby Boomers | Born 1946-1964 (55-73 years old)- |
| Generation X | Born 1965-1980 (39-54 years old) |
| Generation Y Millenials | Born 1981-1996 (23-38 years old) |
| Generation Z Post-Millennials | Born 1997-present (0-22 years old) |

**Table 1. Grouping of generations (Dimock, 2019)**

Each generation has its own strenghts, weaknesses and general traits. In the following table, these are seen for the two generations which are the subject of this research. Table 2 was prepared based on an article in Vision Critical. (Kleinschmitt,2015)

|  |  |  |  |
| --- | --- | --- | --- |
|  | GENERAL TRAITS | STRENGHTS | WEAKNESSES |
| GEN X | Independant  Autonomous  Self-Reliant  Not overly loyal to employers  Question figures of authority  Adaptable to change  Prefer flexible schedule  individualistic | Best overall workers.  Juggle work with family time.  Favour work life balance.  Biggest revenue generators overall.  Value continuous learning and skill develoment.  Have strong technical skills.  Like to receive feedback. | Mostly not satisfied with senior management in their organization.  Less inclined to say something if they disagree with management than their successive generations.  Value being able to do things quickly.  Less inclined to work overtime for perfection. |
| GEN Y | Embrace diversity  Adaptable to change  İndependant  Look for flexibility | Considered to be the most independent workers.  Concerned with the ethics and the social responsibility in their organization.  Want to create their own processes rather than being told what to do. | Not interested in teamwork as other generations due to their independent natüre.  Spend less time at work place.  Impatient for career growth, so want to develop their leadersip skills. |

**Table 2. Strenghts, weaknesses and general traits of Gen X and Gen Y women**

(Kleinschmitt, M 2015 Generation Z characteristics: 5 infographics on the Gen Z lifestyle https://www.visioncritical.com/generation-z-infographics/ )

On the other hand, not every single person born within a specific time frame portrays the same generic generational characteristics since the context of upbringing, historical background and socioeconomic status of individuals play an important role in them. It is important to know a person's exposure to and experience of specific things which play an important role in the reactions of people.

As is seen, people's reactions to specific events change not only from generation to generation but also from person to person since everyone is unique. Also, people from different generations are affected by different phenomena to a different degree. That's why it is important to compare the reactions of Gen X and Gen Y maritime women to the same events to determine what kind of leadership is the best Gen Y women.

**METHOD**

In this research, we made use of the statements in the questionnarie used in MENTORESS Project. We chose 14 statements which could reflect the attitute of the women from Gen Y to specific events and which can affect their leadership expectations and practices. Then we compared the responses to these statements by those of Generation X women. After that, we chose another set of statements by which we can see the reactions and ideas of the same women to certain situations. Some of these statements are indirect results of their reactions. There are 22 women respondants representing Generation X and 46 women respondants from Gen Y.

**Findings**

**Figure 1. Responses reflecting the perceptions of women on maritime issues**

|  |  |  |  |
| --- | --- | --- | --- |
| NO | STATEMENT | I Agree (%) | |
| GEN X | GEN Y |
| 1 | The staff are not prejudiced against individual differences (such as gender, race). | 54 | 34 |
| 2 | I feel men think that female participation in jobs aboard a ship is not suitable for maritime culture. | 64 | 62 |
| 3 | Working on board a ship is mentally more tiring for the female crew members. | 55 | 64 |
| 4 | Men prefer working with other men because they think women aren’t strong enough to work onboard a ship. | 73 | 79 |
| 5 | Men think the presence of women onboard will limit their behaviours. | 82 | 60 |
| 6 | Women in maritime are likely to experience some form of sexual harassment. | 46 | 83 |
| 7 | When a woman succeeds in her job, male staff will be jealous of her. | 55 | 80 |
| 8 | It is hard for women to find appointments on board ships because the ship owners are biased against women | 55 | 88 |
| 9 | The male colleagues believe that the presence of females onboard a ship will cause trouble there. | 64 | 86 |
| 10 | Starting from the entry stages, the women are told and advised about the negative aspects of maritime career. | 64 | 83 |
| 11 | The decisions and ideas of female staff are continuously criticized and questioned. | 37 | 65 |
| 12 | The female crew members feel lonely and helpless onboard the ship. | 82 | 53 |
| 13 | I think the behaviour of male staff discourages the female staff to perform better. | 27 | 68 |
| 14 | Subordinates on ship may sometimes ignore the orders of female crew. | 55 | 58 |

**Table 3. Situations likely to affect reactions of women**

The responses women give to these statements reflect their perceptions and ideas on the situations they face in maritime sector. They shape their attitudes and behaviours. That is when women lead the people or being lead, their reactions are influenced by these perceptions. As is seen from the table, the responses change from generation to generation, which is a sign of changing perceptions and ideas of maritime women. They are shaped by the general characteristics of the generations they are from.

Drawing from the responses given by the women, it can be concluded that both Gen X and Gen Y women face some problems in the maritime sector. However, Gen X women perceive them less acutely, which may be the result of their generational characteristics. We can draw the conclusion from the comparison of the statements that Gen X women don't feel the prejudice against them as much as Gen Y women. They find the work they do tiring, but not as much as Gen Y women do. They feel negative attitudes of men towards them and feel lonely and helpless on board. However, they are not negatively affected by these perceptions. As for Gen Y women, they feel the prejudice against them strongly and find working on board tiring more than Gen X women do. They don't think they limit the behaviours of men and feel the threat of harassment more than Gen X women do. Gen Y women think men don't want to work with them, criticize them, tell the negative aspects of the sector, therefore women are discouraged. When we take the responses of Gen Y women into consideration, it is seen that they are affected by negative attitudes more deeply than Gen X women do. They feel there is more jealousy for their achievements and more hardships in finding a job in the sector.

Despite this, they don't feel themselves alone onboard and helpless as much as Gen X women do. This shows their obstinate and challenging character. On the other hand, the ease of communication due to technology and the opportunity to reach social media accounts may be helping them overcome the feeling of loneliness.

There are some differences between the reactions of maritime women of both generations to the hardships they face. Figure 2 and Table 4 show us the statements we use to compare their reactions.

**Figure 2. Percentage of women’s reactions**

|  |  |  |  |
| --- | --- | --- | --- |
| NO | STATEMENT | I Agree ( %) | |
| GEN X | GEN Y |
| 1 | Female personnel’s relations with the supervisors/senior staff are efficient and effective. | 64 | 77 |
| 2 | Female personnel’s relations with the peer staff onboard are efficient and effective. | 55 | 80 |
| 3 | Female personnel’s relations with the junior staff/subordinates are efficient and effective. | 64 | 76 |
| 4 | After their first experiences, the female crew still want to stay to serve on board. | 64 | 77 |
| 5 | I have a role model. | 46 | 76 |
| 6 | I would encourage other women to work in maritime sector. | 64 | 79 |
| 7 | I receive support to from my family or friends work on a ship. | 45 | 62 |

**Table 4. Comparison of reactions changing from Gen X to Gen Y**

As seen from the table very clearly, when it comes to the relations with the staff of different levels on board, Gen Y feels themselves at a better place than Gen X. Despite all the hardships, they want to go on working on board and encourage other women to do the same. The percentage of those with a role model has also increased dramatically. It is very probable that technological developments have a hand in this.

Taking the data that can be classified as the reactions of women in maritime on gender issues and general characteristics of Gen X and Gen Y into consideration, it can be concluded that members of Gen Y are mostly in good relationship with the colleagues. Although, they find working on board more tiring than Gen X women do, and they feel they are not welcome onboard, they go on struggling instead of giving up. That shows they are perseverant and challenging in the face of hardships, they are also better mentors than Gen X women. Tha data shows that they get support from the people around them, and their families mostly support their preference to be a member of maritime staff. On the other hand, male staff they will work with don't want the women in their vicinity since they have second thoughts such as being limited by them. Two main areas of complaint for Gen Y women are the hardness to find a job and harrasment on board.

As is seen from the facts above, it is clear that Gen Y women need a leadership that is different from Gen X women have. Their way of leading is also different from that of the previous generations. The people in each generation have their own leadership traits. That means both the way they lead and the way they want to be led may be different from those of other generations depending on the social, economic and politic conditions of the era they live in. That's why a leader should recognise the different work characteristics between generational groups and apply leadership styles that will positively contribute to employee motivation (Hui Chun Yu and Miller, 2005).

**Leadership for Gen Y Maritime Women**

Not every single person born within a specific time frame portrays generic generational characteristics. The content of upbringing, historical background and socio-economic status of individuals play an important role in their personal character traits, expectations in the workplace and reactions to the problems (Prensky, 2001)

There are a lot of research done on the characteristics of generations. According to them, characteristics attributed to Gen Y are quite different from those of the previous generation, which is Gen X. The most significant characteristics is the usage of technology to a great extend. Most traits of Gen Y are related to extensive usage of technology. They are defined as highly creative, achievement-oriented, diverse and flexible. Research on generations shows that Gen Y wants to be challenged and expects to work with positive, bright and creative people in less hierarchical organizations. They want to have engaging experiences that develop transferable skills and prefer working in an environment that is supportive and rewarding for extra effort and excellence.

Technology, which Gen Y is born into, provides them freedom, mobility and access to the world of information. The most importantly, they can telework, which gives them autonomy. By teleworking they have the freedom to organize the working time, which means having more time for family, friends and hobbies. Gen Y people like working, but working is not at the center of their lives. They can do several jobs simultaneously, but they are not workaholic.

They are called selfish by other generations. They are self-confident and self-sufficient, competitive, but not obediant. They want to work in flexible conditions and don't like to be controlled. Actually, being controlled often discourages and demotivates them because they feel they are not relied on.

Work environment and managerial style are important for them. They also like to get feedback and mentoring from their superiors, want to express their ideas freely and believe that being successful means being a good team player. They don't have strong connections with their workplaces. They can leave their job for a better position or more money. They can take risks easily and don’t mind making mistakes. They believe they learn from mistakes and consider this a learning opportunity.

In a research focusing on managerial functions of Gen Y including leadership, it is found that the most preferred leadership style is extreme democratic leadership. Because Gen Y needs the collaboration, guidance and motivation and demands a free and independent work environment, which calls for a democratic leadership. The fact that they want to be told what should be done and not being controlled after that also calls for democratic leadership as an ideal style for them.

On the other hand, they think a leader should allow his/her followers to participate in decisions. S/he should give independence to the followers and make them feel valued. They can perform well and are committed to achieving the goals and objectives of the organization even when the leader is absent. These calls for participative leadership. What’s more, the ideal work environment for Gen Y is collaborative, achievement oriented and highly creative which is also supported by participative leadership (Tishma, 2018).

Gen Y maritime women who are both affected by certain generational traits of Gen Y and unique conditions of jobs in maritime sector including sea going ones are in need of a sound leadership which can address the problems they face effectively and efficiently. Before deciding the proper kind of leadership for them, the conclusions drawn from the survey can be taken into consideration.

It can be said that Gen Y women in maritime have good relations with the staff of all levels. They are not discouraged easily and are ready to strive in harsh conditions. They encourage their peers to take part in the same work despite the problems they have. The support from their families and friends have a role in their perseverance. Despite many negative responds to the statements in the first part (Table 3), they go on their own way stubbornly and work in the sector without losing their enthusiasm. Most of them have a role model which is a clear sign that they belong to Gen Y. As it is read between the lines, they are confident, highly competitive, multicultural and diversity focused people. As Gen Y members, they are extremely techo savvy, maybe that's why they don't feel themselves lonely and helpless in maritime as much as Gen X women.

One of the characteristics of Gen Y is the demand for mentoring which is important for women in maritime. Like the members of Gen Y from other sectors, Gen Y women in maritime should give special importance to mentoring and encourage the women in maritime to have mentors.

They should also encourage them to use technology as much as possible in a number of activities changing from e-mentoring to e-learning for self development to be competitive.

Gen Y has a weak sense of belonging to the workplace, but Gen Y women in maritime should try to support the sense of belonging in maritime sector especially for sea going jobs, since there are not many vacancies for them and since changing jobs very often may cause bad reputation.

Individualism as well as belonging to a team is important for Gen Y. That's why Gen Y women in maritime should learn to work in teams, but should also be self-sufficient and be able to express their ideas freely. They should be given the chance to be part of the decision making process so that they can have the responsibility of their decisions. That’s why participative leadersip is a good practice for them. On the other hand, being free and deciding freely on the achievement of goals make Gen Y motivated. Therefore Gen Y women in maritime should be given tasks that they will carry out by themselves and taste the happiness and satisfactionn in achievement. That's the basic principle of democratic leadership. Because of these reasons, two kinds of leadership, participative and democratic leadersip, seem to fit best to the needs and expectations of the women in maritime sector.

**CONCLUSION**

Members of Gen Y, which is the first global generation, have already started to take managerial positions. They are a lot different from their precedessors, so the way they are treated should also be different from the other generations. They are self-centered and they don’t live to work; they work to live. They question everything and put a lot of things above work. They are born into technology, which has a tremendous effect on all aspects of their life from doing their work to spending their free time. Since they are so different, the way they are led and the way they lead should be different, too.

Gen Y women in maritime are no exception. Like all members of Gen Y, they have distinct characteristics. Drawing conclusions from the survey, it is clear that Gen Y women in maritime have efficient and effective relations with the staff of all levels. They are not discouraged easily and are ready to strive in harsh conditions. They encourage their peers to take part in the same work despite the problems they have. The support from their families and friends and having a role model affect them positively. Despite many negative responses to the statements in the first part, they still go on working on board without losing their enthusiasm.

Upon combining the data from our survey with general characteristics of Gen Y, it is seen that two kinds of leadership styles, democratic and participative, seem to work better than the others to make the most out of the Gen Y women in maritime. They like to collaborate with their peers, share their views with the others and be flexible to adapt to new ways of doing things, They also keep the communication channels open and respect other people. With these characteristics, democratic leadersip style seems to be a good style of leadership for them, to lead and to be led. In addition to this, although they complain that their decisions and ideas are continuously criticized and questioned, Gen Y women in maritime want to participate in decision-making process and want their peers to take part in it. They prefer a collaborative work environment where all members are supported and encouraged to create a positive and motivating working place. This can be possible by participative leadership. Although it is not possible to claim that only one or two leadership styles can work with a group of people and others cannot, it is clear that democratic and participative leadership styles are better for Gen Y maritime women compared with the others.

Everything is changing very fast, so do the number, expectations and contributions of the women in maritime along with their problems. The next study in this field may be on the comparison of the leadership styles suitable for the following generation, Generation Z, with that of previous generations.

**REFERENCES**

Dimock, M (2019) Defining generations: Where Millennials end and Generation Z begins <http://www.pewresearch.org/fact-tank/2019/01/17/where-millennials-end-and-generation-z-begins/> Accessed 12 February 2019

Duane F. Alwin, Ryan J. McCammon (2003) Generations, Cohorts, and Social Change in Handbook of the Life Course. DOI: 10.1007/978-0-306-48247-2\_2. <https://www.researchgate.net/publication/225831231_Generations_Cohorts_and_Social_Change> Accessed 26 January 2019

Hui‐Chun Yu, Miller,P (2005) "Leadership style: The X Generation and Baby Boomers compared in different cultural contexts", Leadership & Organization Development Journal, Vol. 26 Issue: 1, pp.35-50, <https://doi.org/10.1108/01437730510575570> Accessed 12 January 2019

Kleinschmitt, M 2015 Generation Z characteristics: 5 infographics on the Gen Z lifestyle https://www.visioncritical.com/generation-z-infographics/ Accessed 25 December 2018

Prensky, M (2001) "Digital Natives, Digital Immigrants Part 1", On the Horizon, Vol. 9 Issue: 5, pp.1-6, <https://doi.org/10.1108/10748120110424816> Accessed 19 November 2018

McCrindle, M, Wolfinger, E (2011) The ABC of XYZ: Understanding the Global Generations University of New South Wales Press,. pp.2-3

Tishma, M (2018) Leading Across Generations, Leadership Development, Chief Learning Officer. <https://www.clomedia.com/2018/05/17/leading-across-generations/> Accessed 12 November 2018

Venter, E (2017) Bridging the communication gap between Generation Y and the Baby Boomer generation, International Journal of Adolescence and Youth, 22:4, 497-507, DOI: 10.1080/02673843.2016.1267022

**CHAPTER IV**

**TEACHING/TRAINING/LEARNING ACTIVITY REPORTS**

**Report on Results and Short Term Effects of Workshop 1 Learning/Teaching/Training Activity No 1**

**Activity Description: A Theoretical and Practical Study of “Adoptation of Creative Strategies for Effectively Handle Workplace Diversity”**

**QQTTP Indicators**

**Quantity**

24 cadets participated in the C1 activity, 4 cadets being from each partner country, Bulgaria, Poland and Romania and 12 cadets from Turkey. 6 of the Turkish cadets were boys and 6 were girls. The number of the instructors who took part in the activities were 8.

**Quality**

All the visiting cadets were from Maritime Faculty or Naval Academy of the partner countries. That means both military and civilian cadets participated in the training. The cadets from the Piri Reis University were from various branches of the related faculties. That is 4 of them were from the Maritime Transportation and Management Engineering Department, four were from the Marine Engineering Department and another four were from the Department of Maritime Business Management.

The instructors were from various faculties of the Piri Reis University; however, all of them were assigned in the Project. The lessons were all based on the first two chapters of the course material which were prepared by the instructors who are also experts on the subject matter of the courses.

**Timing**

The first Learning/Teaching/Training Activity of the MENTORESS Project took place at the beginning of the first semester of the academic year. This timing enabled the other C activities to take place at suitable times to get the feedback and make necessary changes in the syllabus and the course content.

The training lasted five days. Two different subjects were taught by two different instructors each day. After each training, they were given chances to express themselves and their opinion on the subject.

**Target Group**

The C1 Activity, the aim of which was to create awareness of the importance of diversity and diversity management in workplaces, in general, and in maritime, in particular, targetted both the male and female cadets. That's why six male cadets from Turkey, the hosting country, attended the training besides 16 female cadets, 12 of whom were from partner countries.

**Place**

The activity took place at the Piri Reis University campus. Depending on the features and requirements of the subject both classroom and simulator settings were used.

**A comparison the thoughts of the attendants before and after the workshop**

This was the first workshop of MENTORESS Project. Before the start of the workshop,the manager of the Project, Assoc. Prof. Dr. Taner Albayrak, gave an “Opening Briefing” and answered the cadets’ questions regarding the activities. After the briefing, the cadets had a tour of PRU facilities. Before the lessons start, the coordinator of the Project, Dr. Pınar Ozdemir, made an interview with students. The cadets, after introducing themselves, stated their feelings and expectations from the workshop. What they mentioned about them can be grouped under these headings:

1. This was the first time they took part in an activity which aimed to to furnish esp. young women with leadership skills, because the similar activities they had before intended for both genders.
2. They didn’t know much about diversity and its effects.
3. They were eager to learn about diversity in maritime and how to manage it.
4. Some topics in the content of the workshop, such as building self-confidence, stress management skills and effective communication skills, were of great interest to them.

The cadets studied the first and second chapters of the syllabus in five days. They were lectured by eight instructors and when the lessons are over, they were given a questionnarie for feedback. The questionnarie had 8 statements which could be replied by a 10-4 satisfaction level scale, 10 being the highest.

The statements in the questionnarie and the evaluation of them by the cadets are given below.

1. Is the integrated courses approach suitable for your discipline joint study?
2. Are the discipline-related topics compatible in comparison with the similar disciplines studied in your home university?
3. Is the teaching strategy more suitable for studying in an international environment?
4. Are the presented topics requiring knowledge from previous attended classes which were not studied at your university?
5. Are the topics presented in an attractive manner, which allows cooperation between the European students?
6. Are the proposed disciplines following the same line regarding the formation of competences like those in your university?
7. Did the common module study help you improve your English language maritime terminology and grammar?

As is seen from the chart, satisfaction levels of the cadets are quite high after the workshop. The first and fifth statements were answered positively with all the participants without reservation. That means the content of the workshop and its pedagogy are well-suited to the expectations of the cadets and to the purpose of the workshop. Statement 4, which inquiries about the importance of the previous knowledge of the topic was replied negatively, which means all the cadets with or without the previous knowledge of the topic can participate in the workshop and make much of it. That is a positive feature regarding the applicability of the workshop to a great range of cadets coming from different education and training levels. Remaining statements, which are statements 2, 3, 6 and 7 are also commented positively by the majority of the cadets. Considering the positive feedback from the cadets, we can conclude that the workshop served to the purpose and provided the participants with an awareness of diversity issues in maritime and in general.

Although the participants were overly satisfied at the end of the workshop, they suggested some points for the betterment of future workshops. They are summarized in the following paragraphs.

First of all, they, both female and male cadets, suggested that there should be more male cadets in the workshop, since they will work together in the future. They both need to understand each other and learn to get on well with each other supporting the sides that may be weaker and utilizing the sides that may be stronger with each gender.

Secondly, they said there should be more students from all partner countries, since more students means more points of view and more colour. They emphasised on the importance of cultural awareness while working in a multinational setting. They also emphasised the importance of communicating with foreign cadets, which contributed to both their cultural awareness and language usage.

They said there could be more case studies to reveal the reactions of cadets from different backgrounds. They also suggested that case studies can be organized in a theatrical setting where male cadets assume female cadets roles and female cadets act like male ones. They also expressed their wish to have a short training on board a ship together so that they could have a chance to see the real setting and determine the problems of each gender more realistically.

Another thing they suggested was to study the problems more in detail and try to see not only the solutions to but also the sources of them; understand why there is such a problem and suggest possible ways to clear it up.

They also provided a constructive feedback regarding the pedagogy of the lesson and required more game-like and fun activities should be included in the content. As for the instructors, all the participants said they were happy to be lectured by such experienced, understanding and wise academicians.

At the end of the workshop, the male cadets expressed a positive change in their viewpoints about female cadets and said, in their future jobs, they would be helpful to the female staff in case they face problems in the sector. The workshop made them to show empathy towards female cadets and consider events from multiple viewpoints. One of them wrote: *“I realized the importance of women in maritime sector. They may not be as strong as men, but I am sure that they can use their brain more efficiently”.*

Another one suggested a diversity management department should be established and serve in the maritime sector as a counselling office in the event that diversity-based problems occur. They also said they needed similar training in stress management.

Female cadets reported they learned how to react to problems deriving from diversity mismanagement. They also realized that although they come from various countries, the problems they suffer from are mostly the same. It was also stated that they had gained self- confidence and improved themselves. They said they learned a lot in the workshop and they can not only make use of what they learned but also teach them to the other people.

At the end of the workshop, the participants filled a training evaluation form of theoretical training. They indicated their level of agreement with the statements by the choices “Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.” The questions and the chart showing the results are given below.

Statement 1. The objectives of the training were clearly defined

Statement 2. Participation and interaction were allowed

Statement 3. The topics covered were relevant to me

Statement 4. The content was organized and easy to follow

Statement 5. The materials distributed were helpful

Statement 6. This training experience will be useful in my future studies.

Statement 7. The trainer was knowledgeable about the training topics.

Statement 8. The trainer was well prepared.

Statement 9. The training objectives were met.

Statement 10. The time allotted for the training was sufficient.

Statement 11. The classroom and facilities were adequate and comfortable.

As is seen from the responses given by the cadets, the training was found quite satisfying. The main theme of the trainin was found interesting and relevant to their future duties. The cadets had good impressions on the materials, instructors and pedagogy of the training and provided us with positive feedback on most topics. Most cadets rated the statements in the feedback form with the highest scores. Although some of them rated some questions with one of two points below the highest one, that didn’t mean they werent contented with the training. This just proved thatthe statements were graded unbiasedly by the cadets since it is impossible for everybody to fully agree about everything.

**Conclusion**

The activity contributed to the achievement of the objectives of the Project. It also helped

* the objectives of the strategic framework for European cooperation in education and training (ET 2020), including the corresponding benchmarks;
* the sustainable development of Partner Countries in the field of higher education;
* the overall objectives of the renewed framework for European cooperation in the youth field;
* the objective of developing the European dimension in sport, in particular grassroots sport, in line with the EU work plan for sport;
* the promotion of European values in accordance with Article 2 of the Treaty on the European Union [2](https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-a/objectives-and-important-features/general-objective_en#footnote2_sas4jbq).

The feedback provided by the participants was taken into consideration by the syllabus designers in the Project and necessary changes were made regarding both the content and the pedagogy of the modules.

**Report on Results and Short Term Effects of Workshop 2 Learning/Teaching/Training Activity No 2**

**Activity Description: A Theoretical and Practical Training of “Overcoming Gender Euity Problems for Employment and Problems Encountered During Duties"**

**QQTTP Indicators**

**Quantity**

21 cadets participated in the C2 activity, 4 cadets being from Bulgaria and Romania, 1 from Turkey and 12 cadets from Poland. 6 of the Polish cadets were boys and 6 were girls. The number of the instructors who took part in the activities were 8.

**Quality**

All the visiting cadets were from Maritime Faculty or Naval Academy of the partner countries. That means both military and civilian cadets participated in the training. The cadets from the Polish Naval Academy were from various branches of the related faculties. That is 4 of them were from the Faculty of Navigation and Naval Weapons, four were from the Faculty of Mechanical and Electrical Engineering and another four were from the Faculty of Humanities and Social Sciences.

The instructors were from various faculties of the Polish Naval Academy; however, all of them were assigned in the Project. The lessons were all based on the third and fourth chapters of the course material which were prepared by the instructors at the Polish Naval Academy, who are also experts on the subject matter of the courses.

**Timing**

The second Learning/Teaching/Training Activity of the MENTORESS Project took place between 25 and 29 of March 2019 in the second semester of the academic year. This timing enabled the other C activities to take place at suitable times to get the feedback and make necessary changes in the syllabus and the course content.

The training lasted five days. Two different subjects were taught by two different instructors each day. After each training, they were given chances to express themselves and their opinion on the subject.

**Target Group**

The C2 Activity, the aim of which was to create awareness of the importance of gender identity management and leadersip in workplaces, in general, and in maritime, in particular, targetted both the male and female cadets. That's why six male cadets from Poland, the hosting country, attended the training besides 13 female cadets, 9 of whom were from partner countries.

**Place**

The activity took place at the Polish Naval Academy campus. Depending on the features and requirements of the subject both classroom and simulator settings were used.

**A comparison the thoughts of the attendants before and after the workshop**

This was the second workshop of MENTORESS Project. Before the start of the workshop,the manager of the Project, Assoc. Prof. Andrzej GRZĄDZIELA, gave an “Opening Briefing” and answered the cadets’ questions regarding the activities. After the briefing, the cadets had a tour of PNA facilities. Before the lessons start, the coordinator of the Project, Dr. Iwona KRÓLIKOWSKA, made an interview with students. The cadets, after introducing themselves, stated their feelings and expectations from the workshop. What they mentioned about them can be grouped under these headings:

1. This was the first time they took part in an activity which aimed to to furnish esp. young women with leadership skills, because the similar activities they had before intended for both genders.
2. They didn’t know much about gender identity, leaderhip and their importance.
3. They were eager to learn about leadersip in maritime and how to apply it.
4. Some topics in the content of the workshop, such as building self-confidence, stress management skills and effective communication skills, were of great interest to them.

The cadets studied the third and fourth chapters of the syllabus in five days. They were lectured by eight instructors.

Although the participants were overly satisfied at the end of the workshop, they suggested some points for the betterment of future workshops. They are summarized in the following paragraphs.

First of all, they, both female and male cadets, suggested that there should be more male cadets in the workshop, since they will work together in the future. They both need to understand each other and learn to get on well with each other supporting the sides that may be weaker and utilizing the sides that may be stronger with each gender.

Secondly, they said there should be more students from all partner countries, since more students means more points of view and more colour. They emphasised on the importance of leadership while working in a multinational setting.

Another thing they suggested was to study the problems more in detail and try to see not only the solutions to but also the sources of them; understand why there is such a problem and suggest possible ways to clear it up.

They also provided a constructive feedback regarding the pedagogy of the lesson and required more game-like and fun activities should be included in the content. As for the instructors, all the participants said they were happy to be lectured by such experienced, understanding and wise academicians.

At the end of the workshop, the male cadets expressed a positive change in their viewpoints about female cadets and said, in their future jobs, they would be helpful to the female staff in case they face problems in the sector. The workshop made them to have empathy towards female cadets and consider events from multiple viewpoints.

Participants also suggested a leadership department should be established and serve in the maritime sector as a counselling office in the event that diversity-based problems occur. They also said they needed similar training in stress management.

Female cadets reported they learned how to react to problems deriving from leadership problems or lack of leadership. They also realized that although they come from various countries, the problems they suffer from are mostly the same. It was also stated that they had gained self- confidence and improved themselves.

**Conclusion**

The feedback provided by the participants was taken into consideration by the syllabus designers in the Project and necessary changes were made regarding both the content and the pedagogy of the modules. It also proved to be beneficial regarding cultural awareness of the participants in accordance with the mobility spirit. Reaching at the target group of the project and getting direct feedback from the participants are indispensable for being in the right path to serve the purpose of the project through the most efficient and direct way and provide sustainability for the realization of the goals of the project.

The activity contributed to the achievement of the objectives of not only the Project but also the strategic framework for European cooperation in education and training (ET 2020). It also helped to create and develop international cooperation and understanding, which is of vital importance for the sustainable development of Partner countries in the field of higher education. It also helped partner countries to take the first steps in the realization of the overall objectives of the renewed framework for European cooperation in the youth field.

The activity also aimed indirectly contribute to the realization of the promotion of European values in accordance with Article 2 of the Treaty on the European Union [2](https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-a/objectives-and-important-features/general-objective_en#footnote2_sas4jbq) with an emphasis on the common values to the Member States , such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of people belonging to minorities which are common to the Member States.

**Report on Results and Short Term Effects of Workshop 3 Learning/Teaching/Training Activity No 3**

**Activity Description: Leadership and coping with social, cultural and practical obstacles including second generation gender bias.**

**QQTTP Indicators**

**Quantity**

There were 12 participants from the partner countries in the C3 activity. In addition to this number there were also, lecturers and representatives from various universities in the vicinity and 14 represantatives from Nikola Vaptsarov Naval Academy as a part of the project and 8 female cadets. There was one guess lecturer from Vasil Levski National Military University, Veliko Tarnovo.

**Quality**

All the represantatives were from Maritime Faculty or Naval Academy of the partner countries.

**Timing**

The Learning/Teaching/Training Activity took place at the beginning of the 2019. This timing enabled the other C activities to take place at suitable times to get the feedback and make necessary changes in the syllabus and the course content.

The activity lasted by five days. After each meeting, all the instructors were given chances to express themselves and their opinion on the discused subjects.

**Target Group**

The C3 Activity, the aim of which was to focus of the importance of leadership and coping with social, cultural and practical obstacles including second generation gender bias., in general, and in maritime, in particular, targetted both the male and female cadets. That's why a conference was organized, the hosting country, attended by reprensentatives from the maritime industry, lecturers from the NVNA as well as Vasil Levski National Military University, Veliko Tarnovo, Bulgaria, 12 of whom were from partner countries.

**Place**

The activity took place at the Nikola Vaptsarov Naval Academy campus. Depending on the features and requirements of the subject NATO Hall were used.

1. **Output Description:**

The participants will be provided with necessary skills and knowledge that will help them be well equipped for their future jobs in maritime. They will be aware of the obstacles they are likely to meet and be proactive to cope with them. They will be role models for their peers and help them with any problems they suffer from. The results of this activity will be collected in a leaflet which will be distributed among all the stakeholders.

**2. The division of work, the tasks leading to the production of the intellectual output:**

The NVNA’s maritime leadership specialists, with support from other maritime stakeholders (shipping companies, maritime & port authorities, national Navy/Coast Guard) and the other partners, researched on specific national and international characteristics of the leadership and second generation gender bias along with other social, cultural and practical obstacles. Data from individual testimonies and interviews and national maritime stakeholders was collected and analysed. For the fulfilment of this particular output, the MBNA's maritime leadership specialists, with support from other maritime stakeholders (shipping companies, maritime & port authorities, national Navy/Coast Guard) and the other partners, made a research on specific national characteristics of the problems encountered by women. To make the outcome more accurate, other partners in addition to the NVNA gave the survey to the stakeholders in their countries, which made a comparison between military and civilian personnel possible.

**3. Applied methodology**

Because the subject of the study is sensitive and related to unique, personal experiences of the subjects, qualitative methodology was employed. The two methods were triangulated:

• focused group interviews – which have been conducted during the first stage of the study

• in-depth interviews (individual) – the second stage of the study.

The scope of focus group-interviews

During the focus group, there was a discussion including the exchange of experiences, opinions, and expectations of the respondents regarding issues important to the study such as:

• deciding about the higher education profile

• the process of recruitment for maritime apprenticeship (and problems encountered)

• further career plans.

The scope of in-depth interviews

The interviews focused on the analysis of specific problems identified in the first phase of the research. The researchers' attention was caught up by broader mechanisms underlying specific problems and challenges encountered by female students during the first steps of their professional careers.

For this purpose, it was decided to interview experts deliberately selected from the marine environment, i.e. professionals working in crewing companies, females occupying senior officer positions in merchant fleet, and representatives of ship-owners (9 interviews).

**4. Outcomes**

**a. Cultural barriers**

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 (Gullahorn & Gullahorn (1963) W-curvehypothesis).

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.

The factors that cause a cultural shock and deepen its symptoms are essential:

• **Stress.** Being in a new cultural environment is essentially psychological stress. Stress also provokes physiological reactions, such as heart rate increase and breathing (fight or flight response). Additionally there is weakening of the immune system;

• **Cognitive Fatigue** (difficult thinking). At the same time, in a new environment, human senses are mobilized vigorously with a view to rapid perception of differences and faster adaptation. Senses overload, the aspiration for everything new to be adopted quickly, lead to overload. These processes are especially tangible when, in addition to cultural differences there is a foreign language environment. In principle, the perception of reality is at the subconscious level. The quest for a cultural difference is to be seen as a process that leads to excessive emotional and intellectual effort. The so-called "burn out syndrome" appears. This is a condition characterized by specific symptoms and stages of development. The main aspect of this syndrome is the increased sense of intellectual, emotional and physiological exhaustion.

• **Role changes**. This condition falls under preservation of the status quo, but the change of role (duties). It is possible for the new crew to be assigned new, additional job requirements. The effect of tension due to the new tasks is growing with the change of the role in the family with a new one in the new crew team;

• **Personal shock**. It is caused by the collision with the value system. A typical example is the arrival of a European in an Asian cultural environment. Different views on various issues such as loyalty, openness and even corruption can seriously stress the European citizen.

**b. How to overcome these Barriers**

As far as cultural adaptation problems are clearly associated with cultural shock, it is appropriate to point out some techniques for enhancing adaptive abilities and rules for intercultural communication.

Regarding adaptation abilities, it should be considered that they are a matter of education and depend heavily on both individuality and experience.

There are many techniques that directly support the adaptation process. It is appropriate to present some of them:

• **Preparation.** As a first step in the preparation phase, self-assessment should be done. Put another way - to answer the question, "Are we ready for life in an environment with another culture?". In doing so, one has to very well appreciate whether he/she has personal qualities such as autonomy, openness, communicativeness, tolerance. The experience in this connection, the degree of dependence on family and relatives, etc. should be evaluated. At a later stage, preparation should solve the question of how to organize the relationship with family and relatives, for what period and by what means. The individual should also be prepared on how they will meet all their needs, to get acquainted with the order and habits in the new environment and to know how to meet his/her needs for information, culture, entertainment, etc. The next step is to get to know the culture under the new conditions. Currently, Internet offers many sources of advice on the specifics of different nations' culture and behavioral recommendations. It is also appropriate for the individual to draw up a personal development plan during a stay in another culture. In any case, it is appropriate to consider free time except for entertainment, but also activities such as learning a foreign language, learning a new profession, developing specific new knowledge. In addition, we need to prepare for overcoming all ethnic and religious prejudices. If the individual is from a nation or race that is a common object of such prejudices, some sense of humor and joking would be helpful;

• **Transitivity.** Next, the individual should be aware of the manifestations of cultural shock and their consequences. Choosing a style of behavior, self-education in tolerance are very appropriate techniques. Perceiving reality with positivism is highly recommended. The use of communication rules and the setting of standards of conduct are of key importance.

• **Personal Relationships.** Communication in a friendship circle is the best anti-stress factor. Making and maintaining friendly relationships is a highly recommended technique. Considering that communication is always on the basis of a community, then the search for it should be done continuously, but not in a bothering way. Appropriate community communication features are common experience, artistic interests, hobby, sport and art. Deepening such issues should be avoided to an extent that may provoke annoyance or imply completely different exposures to his or her point of view. The ability to listen is of high importance. Expression of interest and recording of knowledge of the national traditions and history of the persons is also important as long as it is not subject to unnecessary comments and comparisons**.**

* **Social interaction**. In any case, the participation in the life of the team is tolerated. Respect for established traditions, respect for national and religious holidays is generally well received. Recording attention on a specific occasion and culture is a good way to integrate into the team. It is also good to generate traditions and holidays unobtrusively. For example, celebrating a national holiday with a traditional menu, offering a symbolic gift, etc. are suitable models for social interaction.

It should be noted that there are a number of tools that are largely independent from individual performance. These tools are associated with management styles practiced by the management. Without going into detail, it is worthwhile to note that practicing the bureaucratic style of management is a powerful model to minimize the effects of cultural shock. Of course, the possibilities of the target and the normative management styles should not be overlooked either.

The gender issue is presented in a broader context including cultural, social and personal self-awareness in the highly specific maritime working environment. The presented model of cultural self-awareness could be adopted to a variety of research guestions in order to outline the main obstacles for women in the second generation gender bias which put them at a disadvantage. The idea is to present respectively the level of gender self-awareness, to determine the main problems and milestones in the adaptation process of men and women working together and to what extent the presented essential factors that cause a cultural shock and deepen its symptoms are valid for gender problems as well. This is the basis for identifying the right fields for action and developing the appropriate training or educational approaches to tackle the problems.

**c. Issues of social support**

* **the lack of support from relatives in making this decision**:

*I’ve heard that this work is not for women, why should I go to sea? Are there no other professions for women?*

They asked me: *“who is going to raise children?”*

My mother, when informed about my decision, exclaimed “*Oh God!”* And she broke her hands.

I want to have a family and children and work at sea will probably make it difficult for me.

These statements illustrate the existence of cultural obstacles in the process of socialization of women which relate to stereotyping so-called "masculine" or "female" professions. Women are expected to perform culturally defined female roles in society and the family.

Opposite tendencies, however, are also noticeable among some of the surveyed students. Some of them, when speaking about their career, emphasized the autonomy of their choices:

“*It was my decision”. “This is my life and my choices*”.

* **the lack of a partner's support**

I used to sail together with my partner for a while. And this was OK by him. Since we cannot work together any longer (couples on board are not welcome), my partner has withdrawn his support. So, he works on board, I do not anymore.

Definitely NO! I definitely do not have support from him. Some time ago my boyfriend said that he would not accept me working at sea. He had heard rumours about sex on board. sex on the ships.

* **independent choices of single females**

Some of the respondents did not function in a partnership, which makes them more independent in the choice making:

*I do not have a partner, so I do not have to ask anybody for my opinion*.

* **self-discrimination of women on the labour market**

Under the influence of negative experiences, stereotypes, or lack of support, women may have a tendency to negatively assess their job opportunities. Self-discrimination may result in withdrawal of a decision on a maritime career or it may lead to women's passivity in competition for higher job positions.

**d. Lack of educational support in handling the issues of gender inequality**

Generally, there is no information about gender diversity in the maritime sector: It is not mentioned at all. They focus on navigating, meteorology, load capacity, etc., but issues about life on board and (social) relations on board are not touched at all. So, one may be surprised when gets onto a ship (F4).

They "pretend" that the maritime labour market is open to everyone to the same extent, which does not help them to prepare for work. I felt equal when studying and I would not expect that the girls are not welcome. If I knew before, then maybe I would be prepared for those problems that occurred to me.

Respondents spontaneously directed their attention to the need to include gender issues and defence against gender discrimination in maritime education. In this respect, they focus on the need for psychological training of assertiveness and acquiring knowledge on how to defend themselves against mobbing

* **problems related to recruitment to maritime practices**

None of the respondents had positive experiences here:

The use of personal acquaintances during recruitment.

Nobody wanted a woman.

I could only hear that this is not a job for women, because it is hard physical work.

The company said “no”, because they have problems with a separate cabin for me. But I did not expect any special considerations

These statements indicate the existence of elements of horizontal occupational segregation in the recruitment process based on the gender criterion. They also relate to a phenomenon identified as pre-entry selection, because completing a maritime apprenticeship is a prerequisite for graduation.

**e. Active participation of female in discriminating practices**

They directly said: “no, because you are a girl”, and what is interesting, the recruitment was also done by women. Instead of helping us, they refused.

They should understand how difficult it is for us, but they could only hide behind the ship owner's policy.

**5. Results**

Based on the conducted large research on attitudes of different professional groups in the maritime domain some conclusions gave us an intention to identify some challenges regarding the involvement of women in the seafaring profession. Especially, the most common obstacles occur by promoting female staff to leading positions. Although the question has many different sides and point of analyzis we will focus on some problems that are specifically valid in the maritime environment. The relevance of the problem increases by different trends and processes like demographic change, labor market fluctuations, shortage of high qualified maritime personnel etc. National or international perspective, promoting gender equality as a whole concept can not be applied overall despite some major common problems.

The very specific maritime environment indicates some thoughts on existing constraints that need to be more detailed analyzed and understood. The management and the leadership include capabilities for effective management and/or participation in the deck team. The problem is not if men and women posses in the same way those capabilities - technical know-how about the ship, managing know-how and team work experience and pro-active approach- but rather why they can not execute, apply and perform them equally. On the first sight it is because of the specific structure of the ship organization: hierarchical one with very clear chain of command. So, overcoming the obstacles being on lower level positions onboard opens the way to higher ones.

You may posses all of the mental, personal and physical characteristics of the good leader but it does not mean that you will automatically ‘climb the lather” because you are prepaired for that. It is a statistically approved fact that exactly the age and the professional experience influence the attitudes to the gender persective and equality problems onboard. Older professionals find it hard to accept the change in gender stereotypes in the maritime industry. The most common way of leading in the ship organization culture is a combination between authoritarian, bureaucratic and task-oriented leadership. So, does it mean that effective integration of female personnel onboard means to consider different leadership style, namely the strategic leadership and the so called transformational leadership. The answer is no. Good leaders often instinctively switch from style to style depending on the people who they manage and the work to be done. Furthermore, effectively promoting social justice and moral very often referrs to more „stronger” and decisive way of leading than to the very liberal and democratic one. So it is about applying different leadership techniques rather than fixing one or another style of managing the crew members. Current practices of techniques should be presented in view of diversity and gender management skills**.**

**References**

### [1] Дополнительные материалы дисциплины «Психологические основы управления судовым экипажем», MCD 7.3 – (06-02) – 180403 – С1.В.1 – 2013 г., Федеральное агентство морского и речного транспорта, Федеральное государственное бюджетное образовательное учреждение Высшего профессионального образования «Государственный морской университет имени Адмирала Ф.Ф.Ушакова, Новороссийск, 2013.

[2] Maslow Theory, MacGregor's Y theory, Chris Argyris Model, Two-Factor Theory of Frederick Herzberg, Bernard Bass Transformational Leadership Theory a.o.

[3] Kalinov, K., Mednikarov, B., Kanev, D. Leadership and Team Management in Shipping. Varna, 2014

[4] Kalinov, K. Aspects of the Theory of Organisations. Varna, 2017.

**Report on Results and Short Term Effects of Workshop 4 Learning/Teaching/Training Activity No 4**

**Activity Description: Theoretical and practical training in order to "Motivate the participants to take part in maritime sector"**

**QQTTP Indicators**

**Quantity**

16 teachers/trainers/experts had participated in the C4 activity, namely 4 members from each partner country, Bulgaria, Poland, Turkey and Romania. For the training activities 4 lecturers were appointed, all of them from the hosting institution, 3 of them also acting as project team members. In addition to the training activities, a dissemination event had been organized, on which 78 Romanian cadets from the Naval Academy (bachelor and master degree) were invited for a brief presentation and Q&A session, in the MBNA auditorium, in order to disseminate the syllabuses and the respective draft material of “Gender Identity Management and Leadership in Maritime Professions” course. Also, in order to increase the interaction between the instructors and the students, a practical training session has been organized to the Seamanship Training Base in Palazu Mare, were 16 female cadets were invited to take part and to disseminate to pedagogical techniques in sailing activities, testing the leadership skills onboard 2 sailing boats.

**Quality**

All the visiting teachers had followed up the planned training programme in proper conditions, in various environment of training. The training sessions were all based on the course material which were prior prepared by the partners. Thus, the joint training programme has followed up all the 6 objectives as planned in the project outlines, as briefly described below:

1. to provide training to the participants for teaching the "Gender Identity Management and Leadership in Maritime Professions" according to the agreed syllabus.

2. to provide training pedagogical training in the field of gender equality.

3. to facilitate for the participants as for the team members the curriculum review and the practical revision of the programme goals, learning outputs, assessment strategies.

4. to facilitate the review of the course materials among the teachers/instructors.

5. to provide the instructors with proper skills in working with the MARPLAT on-line platform.

6. to permit and to stimulate the interactions with the students, experts and teachers.

**Timing**

The training activitiy was held in Mircea Cel Batran Naval Academy Constanta, Romania, during the period of June 24th-28th, 2019, with the participation of four representatives from each partner countries, as planned. This timing enabled the concluding remarks and following up actions in order to finalised the course materials on gender management and leadership in maritime sector.

The training lasted five days. Two different subjects were taught by two different instructors each day. After each training on the afternoon sessions, they were given chances to express themselves and their opinion on the subject.

**Target Group**

The C4 Activity, the aim of which was to motivate the participants to take part in maritime sector and to instruct the partners’ representatives in teaching the course of gender management and leadership in maritime sector. The teachers were trained about the course teaching materials, but also about dealing with on-line learning methods, using the MARPLAT platform. On this occasion, the course had been launched in virtual campus on the following link: <https://marplat.eu/elearning/>. Also, an expert from MBNA had instructed the participants in regard of online platform management, by specific tutorials. A sample presentation had been organized, addressed to the MBNA cadets and teachers, followed by a question and answers session, were the participants had been interviewed and provided with required information as result of the project dissemination imperatives.

**Place**

The activity took place at the Mircea cel Batran Naval Academy campus in Constanta (for theoretical and on-line training sessions), but also at the Seamanship Training Base location in Palazu Mare (for practical sessions). Depending on the features and requirements of the subject both classroom and online settings were used.

**The Description of Workshop activities**

This was the last workshop of MENTORESS Project, the activity having also the feature of concluding session. In this line, before the workshop start, the manager of the Project, Assoc. Prof. Dr. Taner Albayrak, gave an “Opening Briefing” and answered the participants’ questions regarding the activities. After the briefing, the course attendees took a tour of MBNA facilities. Also, for the first day, the trainees had two initial training sessions: *Pedagogical skills in online environment* and *Teaching/learning skills in online environment*. The workshops comprised in theoretical courses, in the general framework of online environment management and advanced distributing learning systems. On this opportunity, a short briefing regarding the status of course materials on each partner has been conducted.

During the second day, three training session were carried out, as following: *Curriculum design for adult education, Online course materials design - format* and *online course materials design - assessment strategy*. Also, these sessions were dedicated to the theoretical framework of teaching with most references from the designed course of Gender awareness onboard the ships. On this occasion, the team members had presented samples of their learning resources, reflecting on the good practices in assessment strategies design.

For the third day, the participants were instructed in *online learning environment, in particular in regard of MOODLE platform*. An IT expert from MBNA, had made an introductory presentation on MOODLE environment reflecting the major actions for class management and learning resources distribution within the online platform. Practical exercises on this topics had been carried out.

For the afternoon, the guests were transferred to the Seamanship Training Base, located in Palazu Mare, for a practical stage, focused on *Training skills practice and interactions with the cadets*. On this exercise, 16 female cadets from MBNA were invited to participate in a sailing session, closed by a session of Q&A from gender perspective. The female cadets were encouraged to express their concerns regarding the future issues to be faced alongside their carrier in maritime sector. The major problems claimed by the female cadets regarding the gender issues faced during the cadetship period were touching the following reported situations:

* prejudice and misconception in regard of the female professional abilities in maritime sector, as mostly considered under the male level;
* lack of empathy along the crew members in regard of female cadets’ invoked problems, when gender issue had interfered;
* the tendency of providing the female cadets with a preferential treatment with easier tasks than the male counterparts;
* often met discrimination attitudes from male colleagues in regard of female role and contribution as team member onboard the ship;
* higher preference for male team member even in the recruitment processes.

As a general fact, most of the female cadets were very confident about their professional capacities and positive in regard of the potential carrier success, even overcoming gender issues as predicted. Most of them had found the proposed course on gender management as being very valuable for the future crew training.

During the fourth day, the participants were instruct in *Online* *class management on MARPLAT* and *Learning materials distribution and management* techniques, closed with a practical exercise in area of ADL utilization. The instructors had got access to the platform and had been acknowledge about their administration rights in the online environment.

For the last day, the participants were invited to meet a group of students (78 cadets, both military and civilian, overall of 78, out of which 24 female cadets). After the brief presentation of MENTORESS objectives and results, continuing the syllabuses presentation, each project member representative had presented a sample of the proposed teaching material to the auditorium, checking for the understanding level of the trainees. The audience had complied with the plenary presentations and by the end of the course sample, a Q&A session had been conducted, the main conclusion being noted as following:

* most of the cadets had agreed upon the gender awareness importance onboard commercial and military vessels, as a compulsory leadership component;
* the male cadets had expressed their worries regarding the positive discrimination onboard the maritime ships;
* a code of conducting would be very important to be implemented onboard maritime ships, with precise references about the gender management on behalf of building a strong committed diversity management culture in maritime sector.

The training stage had been closed with course concluding remarks, consisting in the detailed overview of the achieved results, objectives, baselines. Also, the attending participants had reviewed on harmonized basis the drafted learning materials, chapter 1 to chapter 8, agreeing upon a common editing format and evaluation forms.

**Conclusions**

During the conducted course, the participant had the opportunity of meeting the direct beneficiaries of the course material the collected feedback provided by the participants being extremely valuable for improving the syllabuses and the topics approach. In the practical activities has been approached the pedagogy side of course delivering, being facilitated the good practices exchange among the trainers-trainees. The course proved to be beneficial regarding the teaching practices harmonization in regard of cultural awareness of the participants in accordance with the project objectives and professional training standards, both in face-to-face and on-line environment. The target group of the course has been widely enlarged, for expanding the addressability beyond the trainers horizon, following up to provide them with a direct feedback from the students as indispensable for being in the right path to serve the purpose of the project through the most efficient and direct way and to provide sustainability for the project goals fulfilment.

Overall, the course implementation and conducted activities have contributed to the achievement of the project objectives the but also to the strategic framework for European cooperation in education and training (ET 2020). It also helped to create and develop international cooperation and understanding, which is of vital importance for the sustainable development of Partner countries in the field of higher education. It also helped partner countries to take the first steps in the realization of the overall objectives of the renewed framework for European cooperation in the youth field.

The activity also aimed indirectly contribute to the realization of the promotion of European values in accordance with Article 2 of the Treaty on the European Union [2](https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-a/objectives-and-important-features/general-objective_en#footnote2_sas4jbq) with an emphasis on the common values to the Member States, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of people belonging to minorities, which are common to the Member States.

1. [↑](#footnote-ref-1)
2. Description of MENTORESS project at <https://www.pirireis.edu.tr/what-is-mentoress>. [↑](#footnote-ref-2)
3. National Strategy for Promoting Gender Equality 2016-2020, available at <http://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&Id=1218>. [↑](#footnote-ref-3)
4. See Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): A re-evaluation of the Life Orientation Test. Journal of Personality and Social Psychology, 67, 1063-1078.; and Rosenberg, M. (1965). Society and the adolescent self-image.Princeton, NJ: Princeton University Press. [↑](#footnote-ref-4)
5. Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. 2nd Ed.: Library ebook. [↑](#footnote-ref-5)
6. See above Cohen, 1988. [↑](#footnote-ref-6)
7. Among Polish officers, you can meet a small group that held courses familiarizing them with other nations. These are "Cross Culture" type courses run by Maersk Training Center A / S in Germany. In Poland, they are not conducted at all (only three hours of classes in the management of other cultures are foreseen on the master course), while seafarers with foreign cultures usually learn only during the first contacts at work on the ship (own experience). Other sources of knowledge are as follows: media, experience of other colleagues, books, internal rules of the shipowner, courses taken abroad in the country, classes at one of the higher maritime schools in Poland. Source: own research conducted in 2008-2010) [↑](#footnote-ref-7)