To address a diversified student complement in academic studies is becoming more and more frequent in maritime education and training. Diversity challenges are also the reality onboard merchant ships that muster a multicultural crew complement.

The author aims at creating awareness on dilemmas and challenges that the faculty meet when working in a multicultural environment. In the author’s Licentiate thesis he discussed possible constraints that the students found cumbersome when studying abroad. It is realised that in order not to have students and faculty suffer from environments in Diaspora there are issues that should be posted before coming to the new workplace and issues to be discussed at the new location.

In this book the sample is the faculty of World Maritime University (WMU) to find the empirical data. The data is generated from conversations. The theory is Bronfenbrenner’s ecology of human development and two strategies are used to analyse the data: phenomenography and discourse psychology.

The study has brought into light that the pedagogy has to be different when students and professors have a diversified background compared to addressing a culturally and gender homogenous class complement.

The author concludes that one solution to the identified dilemmas is to offer the WMU faculty and all students a course in cultural awareness. Another conclusion is to have the WMU faculty and students to attend courses in pedagogy (andragogy); the latter because today the WMU education is focused on management. A third major conclusion is that students studying maritime subjects need very good knowledge in the English language - particularly in writing and speaking. These three conclusions contribute to an uplift in achieving an even better effect from students’ and professors’ encounter in the class room. In extension: from education in cultural awareness and better communication skills, certainly, will follow reduced mistakes and increased safety onboard ships.
MEETING DIVERSITIES IN MARITIME EDUCATION
The students on the front picture do not represent the study target; discussing angle of repose.

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JAN HORCK

MEETING DIVERSITIES IN MARITIME EDUCATION

A blend from World Maritime University

Malmö University, 2010
School of Education
This publication is also available electronically at, www.mah.se/muep
We live in a wonderful world
that is full of beauty, charm and adventure.
There is no end to the adventures that we can have
if only we seek them with our eyes open.

Culture is the widening of the mind and of the spirit.

Jawaharlal Nehru (1889-1964)
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I would like to communicate a very special thank you to Professor Margareth Drakenberg, my supervisor, for showing and realising that this research topic has become of high priority within the shipping industry and in particular at maritime education and training institutions. Early in my academic endeavours she realised that the cure for this new challenge is to stem at maritime education and training where obvious possibilities exist to set the foundation for empathy between people with diversities different to own.

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"But many that are first shall be last; and the last shall be first"¹ and that statement extends to my family Britt-Marie, Emma and Jakob who have been indulgent with me devoting weekends and evenings to fulfil this assignment.

¹ Matthew 19:30 (King James Version).
ABSTRACT

To address a diversified student complement in academic studies is becoming more and more frequent in maritime education and training. Diversity challenges are also the reality onboard ships that muster a multicultural crew complement.

This thesis aims at creating awareness on dilemmas and challenges that students and faculty meet when working in a multicultural environment. In order not to have students academically suffering from environments that they are not used to, there are several issues identified, generated and discussed. If these issues are not adhered to, perhaps the students’ academic performance would not accurately reflect the students’ capability to absorb new knowledge. In extension: from cultural awareness and better communication will follow reduced mistakes and increased safety onboard ships.

The empirical data in this study is generated from conversations with the faculty of World Maritime University. The theory in this thesis is Bronfenbrenner’s ecology of human development and two strategies or methods have been used to analyse the conversations: phenomenography and discourse psychology.

A conclusion drawn from the conversations is that when students and professors have a diversified background the pedagogy has to be different compared to addressing a culturally homogenous class complement. When also women commence to take up studies in maritime subjects, an education traditionally male dominated, it presents new challenges for the facilitators of
information and knowledge. The conditions that the faculty and students meet in such constellations, most probably, can have an impact on behaviour, performance and study results.

One important solution to above dilemmas is found to be offering faculty and students courses in cultural awareness. This would be a recommendation to any worldwide maritime education and training institution ready to serve the shipping industry. Another conclusion is to have faculty and students to attend courses in pedagogy (andragogy). These two major conclusions would contribute to an uplift to achieve an even better effect from students'/professors’ encounter in the class room.

Keywords: Education, multi-cultural, culture, multi-language, language, MET, IMO, WMU, maritime, pedagogy, Bronfenbrenner.
PAPERS INCLUDED IN THIS THESIS

Paper 1
Assuring quality teaching when addressing students in a diversified class room

Author: Horck, Jan

Paper 2
Teaching styles retrospect the use of metaphors

Authors: Horck, Jan and Drakenberg, Margareth
Published: In manuscript.
Presented: No.

Paper 3
Cultural and gender diversities affecting the ship/port interface

Author: Horck, Jan
Presented: At the ISPIC 1, Bremen Germany, 19-21 May 2008.
Paper 4
*The ISM Code versus the STCW Convention – MET challenges convene?*

**Author:** Horck, Jan


**Presented:** At the IAMU AGA 8, Odessa Ukraine, 17-19 September 2007.

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Paper 5
*Teaching/learning in a students’ hotchpotch*

**Author:** Horck, Jan


**Presented:** No.

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Paper 6
*The gender perspective in maritime education and training*

**Author:** Horck, Jan


**Presented:** No.
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1 INTRODUCTION

This thesis, together with my previous studies, constitute arguments for introducing cultural awareness education and cultural sensitivity training at worldwide maritime education and training (MET) institutions. The shipping industry has experienced a number of accidents where the human element or the human factor has shown to play an important role. The reason for these accidents is often explained by ergonometric constraints and/or human fatigue. This thesis shows that a third factor is equally important, the interrelation between people and their communication skills. Usually, the human factor is the weakest link in any operation.

There are a number of studies on the multicultural classroom but none has focused on maritime education and training. Within the sphere of shipping, research reports on diversity-challenges mainly focus on onboard ship situations.

1.1 Research objective
Awareness on issues concerning the human element and the interaction between humans start to take a rigorous form in the shipping industry. Still a wake-up call might be at its place because there are too much irrelevant stereo-typing and cultural sticks in the equality-evolution-wheel to make the awareness global. I wish to argue that cultural awareness is needed in the shipping industry, an industry known to be notoriously conservative. It is needed to strengthen safe manning reasons, onboard safety in general, and firmness in maritime education, the latter being the pillar for anything positive and rechargeable in the industry. Therefore, the
comprehensive objectives with this thesis are to understand and the aim to understanding is twofold:

A. To create new insights that can contribute to safer shipping onboard merchant ships.
B. To get a holistic view on learning and teaching in a student- and faculty diversified maritime class room.

Two comprehensive objectives are choosen to be the cornerstones in this thesis because it is understood that with a good and understanding encounter between students and professors in class it will raise possibilities to qualified seafarers. From this will follow safer operation of ships. Not only safer ships but safer shipping in general because when the seafarers decide to drop the anchor ashore the natural workplace is at shipowner’s head quarter, ports, agencies etc. and then these employees will have a more realistic feeling for what it means to transport cargo over the oceans, so that it arrives intact and on time.

From the above comprehensiveness the following objectives are generated:

Under A:
• to extend the findings to an appropriate operation of merchant ships sailing with a diversified crew complement
• to be an awakening call
• to emphasize communication between people

Under B:
• to understand how the professors at the World Maritime University (WMU) meet the students in class
• to question thoughtful didactics in the education of seafarers; in particular if the class is multicultural and untried diversified
• to analyse how diverse external factors, or environments, have an impact on educational inputs and outputs
• to stem human element related accidents by its root - education

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2 The word professor is used at WMU to mean a person who has been appointed a professor because of his or her knowledge of a certain subject; a general approach in USA.
to emphasize communication between people and this already in the classroom through professors who know how to grip with diversity

The argument for above is that the shipping industry has suffered losses of human lives because of crews' deficiency in good communication that often resulted in misunderstandings and breakdowns in team performance. The passenger ship *Scandinavian Star* caught fire in 1990 killing 158 people, and the chemical tanker *Bow Mariner* caught fire and exploded in 2004 killing 21 persons; two striking examples of disasters explained by inadequate human element relations (NOR, 1991; USCG, 2004). Sadly to note: the legislators have not done enough to prevent similar accidents to happen again.

I believe that today's MET institutions do not give room for an adequate amount of time to target communication and diversity management skills. The latter sometimes described as soft skills or interpersonal skills. I also believe that the shipping industry is slow in being proactive, i.e., to take initiatives of action before the lawmakers tell them what to do. Few, too few, shipping companies are integrating human factor training into crew training. Instead, Maritime Insurance Companies (P&I Clubs; Protection and Indemnity), Classification Societies, and other proactive organizations offer courses as smart-money. Neither has the shipping industry learned much from other transport modes, e.g., the terrible accident that the air industry experienced in Tenerife 1977. A few years before this accident, the industry had been warned of the possibility of miscommunication but the warning was chosen to be ignored. In Tenerife, two aeroplanes collided on ground and the accident resulted in more than 500 people's loss of life because of misunderstanding in communication. In 2001, at Milan Airport, a similar accident happened. The investigators concluded that blatant human error and lack of communication

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3 The previous denomination of an academy, to be the site where becoming seafarers are educated, hereafter will be termed institution.
were the reasons for the accident. The industry seems not learning from own mistakes and mistakes of others.

A logic manifestation of above is that the shipping industry has to stop accept a first occurred accident before anything is done to prevent occurrence. It is also considered that education is an important setting to start with.

With a holistic view this means to introduce culture awareness training in MET and at WMU. Diversity management is, perhaps, a new challenge for many MET professors, academics and MET managers.

In this thesis, opinions are founded in the fact that the basic target for changes might be best achieved at the MET institutions where becoming seafarers have their first vocational encounter with shipping.

Learning is seen as a change that happens in the relation between an individual and his or her environment (Svensson, 1979; Säljö, 1977). The environment has a key role in a relation where humans create, live and exist (Bronfenbrenner, 1977). Modern students need to realise the impact of this when studying and when performing in professional work. It is paramount to realise that non-technical skills comprise the glue that holds together the professionals' technical skills.

1.2 Author’s pre-comprehension

As has been mentioned above my prime effort with this thesis is to understand. Understanding, in this context, involves the person to understand. In this situation it becomes crucial for the reader of the following to understand who the author/the researcher is and the context of observation including the historical context of the author. The interpretation or understanding process is connected to the author’s empathy and how an interest for the subject has been developed. With this information the reader gets a better picture on how much value there is in conclusions and arguments presented in the study.

I have sailed in the Swedish merchant marine and started as apprentice/cadet at Broström shipping company. After theoretical studies at the Swedish MET institution in Malmö I achieved a Master Mariner licence. My sailing-time ended, after 15 years on
Swedish registered ocean-going ships with culturally mixed crews, when I was called to be Senior Lecturer (according to the Anglo-Saxon denominational system) at the Faculty of Maritime Studies at the University of Lund.

In addition to theoretical studies and actual onboard service I have attended and graduated from a two-year teacher course, at the University of Stockholm. The course aimed at licensing teachers to teach at national MET institutions. In Anglo-Saxon terminology successful students from this teacher course would be compared to holders of an Extra Master Licence. Graded subjects were: Navigation, ships’ operational technology and pedagogy.

During two years I taught becoming deck officers and Master Mariners and conducted tanker safety courses for Swedish seafarers and the Swedish Coast Guard. I organised and conducted international courses for a multicultural student body under the auspicious of the Swedish International Development Cooperation Agency (SIDA) and the International Maritime Organisation (IMO). The subject of the courses was ship safety and environment protection. During this time I also participated in the preparation of the establishment of IMO’s World Maritime University (WMU). The preplanning period started in November 1980 and continued until 3 July 1983 when WMU was inaugurated. In 1982 (the last year of national MET in Malmö) I signed a contract with IMO as the WMU Course Administrator. After that I have possessed positions as Programme Officer and Lecturer. At the time of writing this thesis I have served the WMU for 28 years and now holding the position Assistant Professor.

I have contributed with several papers, mainly on maritime education, at international seminars at e.g. The Baltic and International Maritime Council (BIMCO), International Maritime Lecturers Association (IMLA), International Association of Maritime Universities (IAMU), Swedish National Road and Transport Research Institute (VTI) etc. I am a visiting professor at IMO’s Safety Security Environment Academy (IMO-IMSSEA) in Genova, Italy, and at the TÜV⁴ Academy Middle East in Abu

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⁴ Technischer Überwachungs Verein, free translation to Technical Inspection and Monitoring Union.
Dhabi, The United Arab Emirates (UAE). The above activities have given me a good understanding of multicultural/multilingual working and studying-conditions in the maritime industry. My aspiration is to share this understanding in addition to deepen my own perception.

During my entire working life I have been in contact with people from other cultures and with different mother tongues. To work under such conditions is very rewarding for one's own self-esteem. A mariner's eye must be open to change, not only for meteorological changes but also for changes in human behaviour and the impact it might have on the individual and others onboard. Working with Asians, Latin Americans, Africans, Australians and also crews from south Europe is quite demanding on the person that is in command of such a human blend. One must always be alert to what people really mean when they express themselves. This becomes important when giving orders and in situations requiring crises-management. Fiske (2004, p. 18, my translation) formulates this: “... the meaning is equally embedded in the culture as in the message”.

Instead of learning the hard way multicultural pre-knowledge could make life easier and less risky for those assigned to work at sea and not being naturally able to accommodate themselves with foreigners. Multicultural awareness courses replace an ad-hoc learning the hard way costing the shipowners (henceforth owners) a lot of money and loss of lives. Such costs are verified by the insurance companies’ annual reports.

The above experiences of life and learning have been a major reason to arise an interest in the research subject that this thesis is all about. I have found a theory that connects to the practical world of addressing students and in order to reach the theory’s endpoints a new pedagogy is needed. A new pedagogy is needed because the students, for instance, are not adapted to Western thinking.

1.3 Research concepts

Often and depending on the context and the persons involved, certain words have different understandings/interpretations. Therefore, in the following I give short definitions on the
understanding of diversity, culture, language and gender as understood in this thesis.

**Diversity**

“Diversity is a particularly difficult concept to grasp” (Clements & Jones, 2006, p. 12). Generally, one could accept the word to denote otherness and this has become a buzzword for establishing a level playing field for all with the argument that the human being is an important resource. Clements and Jones connote that diversity is thought of in terms of: “… age differences, race, gender, physical ability, sexual orientation, religion and language, … background, professional experiences, skills and specialisation, values and culture, and social class” (ibid., p. 189). In this thesis diversity is reduced to culture, language and gender but bearing in mind that the concept encompasses a lot more.

**Culture**

For the purpose of avoiding misunderstandings the two expressions *multicultural* and *intercultural* are interpreted as follows:

With *multicultural* in this context I follow Lorentz (2007, p. 98, my translation) saying that it denotes “… a condition, a situation, a position”. Contrary, *intercultural* is defined as an action and movement between individuals (ibid.); it concerns a relation between majorities and minorities and can be considered as a quality factor on education and communication. In education the chosen definition is intercultural (Lahdenperä, 1998; Lorentz, 2007; Lorentz & Bergstedt, 2007). Ljungberg (2005) argues that intercultural focuses on relations and then constructs this as a we and a them.

Among the many definitions of culture I find Tyler’s definition appealing. He states that it is complex and that the two parts of ability and habits are part of this entirety (Svensson, 1997). Chekol (2003, p. 31, my translation) takes this further and enlightens that Hannertz and Århem define culture “… as based on the creation of meaning or signification, a definition having a more

5 Sir Edward Tyler was an English anthropologist, 1832-1917. *Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Language, Art and Custom.*
open perspective, well suited to the perspective of pedagogy. This definition makes me believe that phenomenography works well in studies like this study; a study of people’s apprehension expressed as a meaning in certain and specific areas, where a representation of the person’s culture is governing that person’s style of pedagogy. The multicultural identity gives a certain reflection at the same time as universal or international variations are emphasised. In addition to this it is verified that a person’s instinctive or implicit culture also governs how that person acts in class. This is a phenomenon comparable to the use of metaphors that also often is influenced from earlier life experiences (Drakenberg, 2010, personal communication).

At WMU everybody is in minority because of the multitude of cultures being present in the class room, i.e. there is no majority; no polarity. Therefore, I consider that it is not constructive to recognise we and them also bearing in mind that to demonstrate empathy (not only have) is a key qualification for an individual and applied in education. Empathy is a factor for being culturally sensitive. The word multicultural therefore, in my opinion, in many ways serves a better understanding when referring to activities at WMU.

An intercultural pedagogy can be discussed in a multicultural class room (Lorentz, 2007). He also concludes that intercultural pedagogy is founded on developments of inequalities and diversity. Therefore, in the conclusion of this thesis, I advocate of a different pedagogy when addressing a multicultural student complement.

I understand that a person’s own reality is conceptualised during his or her growing/developing/maturing with her environments and therefore is linked to adhered culture. From this statement follows that the perceived uniqueness of a person who is not sharing (communicating) culture is set into a situation where it becomes impossible to speak about this culture with exactly the same aspect as others who belong to the same culture (Uljens, 1989). Bohlin (2009) even means that in a confrontation between cultures an interpreter (the researcher) understands the other in different ways and to a certain extent in a better way than the

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6 Implicit culture is a phenomenon that constitute the base for psychoanalysis and cognitive psychology.
other who has the same culture. This is one reason why “… cross-cultural interviewing is intriguing, challenging, rewarding, and not a little precarious” (Patton, 1990, p. 338). Misconceptions are a possible consequence of this. Thus, one weakness in the methodology in my study is acknowledged.

Because of stereotyping it happens that people take inequalities between interacting parties for granted; it is something that involuntarily has to be there. Magala (2004, p. 6) says that “We are able to predict culture’s consequences”. With this he means that by knowing that there are differences between people from different cultures it is also possible to foresee differences. I have found that a person must be considered as very clever to be able to foresee differences that originate from cultural habits which people are brought up with and that usually are kept and form an individual’s unique identity. Because, as Magala also formulates it, “almost all known societies try to preserve their social capital by cultivating social bonds, links and contacts, by encouraging informal networks of trust, solidarity and cooperation…” (ibid., p. 18). With such contacts an own identification is strengthened and interests and values cemented. The links and communications turn out to be maintained within people alike – birds of a feather fly together. For most people in Diaspora such links can become a survival possibility; a lifeline. Therefore, it becomes important to “… focus on the obstacles in order to understand our elective affinities and identities and to account for them in managing our integration” (ibid., p. 19). From my study on how the WMU students change during their stay in Malmö (Horck, 2006) and being away from own genuine culture, the growth of information and communication possibilities influences cultural codes and a new identification process takes place. Magala (ibid., p. 17, my parenthesis) has found that “… according to some scholars, (these possibilities have) influenced the very logic of culture”. The issue becomes additionally complex because these processes, that people undergo when together with others, develop differently from one individual to another individual and it takes different moments in time to get rooted. The influencing process can create an additional difficulty for people outside the sphere of the transformed person. In a student in class context the cure, according to my experiences,
often is to talk about such transformations. In class it becomes important to make the students realise that to tolerate others’ conviction (assurance, persuasion, belief) without criticism turns the individual into a closeness of self and hinders self-reflection (Bohlin, 2009). To make the adoption or transfer easier for the individual there is a need to acquire knowledge about diversities because it leads to the understanding that “... everything you do and everything you do not do is meaningful” (Singelis & Pedersen, 1997, p. 195). A good expression on the objective of this knowledge-area is that the individual needs to be “... able to describe other groups so accurately that they will agree with your description” (ibid., p. 195), with other words: to be able not to confuse fact and interference. Behaviour must be understood in its cultural context. The skills that are subject for our efforts are primarily communicative. But in education the efforts are not always met by words as an instrument to change or assimilate the student’s apprehension/understanding. The outcome could also be reached by methods of changing the environment i.e. to create favourable conditions for not having misunderstandings. Often, such knowledge is achieved during lessons in pedagogy. So to be clever is not enough to master or predict cultural consequences – education is needed.

Language
Communication between human beings is often recognised as a cross-scientific research area. Different views subsist on the nature of communication studies. My observations and experience have shown that communication and culture are reciprocal in a sense of continuance. The phenomenon is comparable to the statement that birds of a feather fly together. If not mastered by the stakeholders in the social context an understanding-gap will be the result. With a few other findings, as identified by Fiske (2004, p. 12, my translation), the scholars also agree that a general definition of communication comprises “... social interaction with the aid of messages”.

Communication could also be recognised as creation and as exchange of meaning (Fiske, 2004). In this thesis the second agreement has a major impact because it implies that there are
cultural differences between sender and receiver. This recognition defines social interrelationship (semiotics) and that is important in this study.

Bearing in mind that 93 percent of a message (social messages in particular) is carried by non-verbal communication (ibid.), it is realised that knowledge, with such behaviour, is an important issue to be aware of when addressing a multicultural student body as well as when sailing with a mixed crew complement. Fiske (2004, p. 22, my translation) even states that “What people in practice say is irrelevant”. The tone of speaking can be equally important as words but I do not agree to this when it comes to serious issues as orders given onboard a ship or to the answer that students give to a given problem or question in class. Though, I agree that in other situations a non-verbal communication can be equally dependable when transmitting a certain meaning, provided it is precisely understood.

The credibility of non-verbal communication is reflected in the decision to conduct this study.

Gender

Gender is understood to be a social constructed sex that problematise essentialistic conceptions of men and women. Gender in relation to power, as e.g. elaborated by Fairclough, has not been discussed in this thesis because women as leaders in the classroom and women holding officer ranks onboard merchant ships by definition have the power that is relevant for discussions in this thesis.

The challenge with gender is in the sentence “… all men are created equal...” written in the beginning of the United States Declaration of Independence”.

A second challenge is, to me, the introduction of quotas that in different situations have left skilled people to the edge of the level playing field. In order to balance the debate some corporate management have found it clever to introduce the gender

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perspective in its policy. The gender perspective has also become a subject in courses in the management of diversities.

Therefore, in this thesis, the theory on gender is founded in the conviction that gender is a part of diversity and that is something that human beings are able to enhance. I believe that a level playing field and equal conditions benefit everybody.

1.4 Research disposition
This thesis is divided in seven main chapters that contain a number of subchapters.

Chapter 1, Introduction
In this chapter I explain why this research objective is fundamental for safety onboard ships and for achieving grade-fairness in a multicultural MET classroom. I believe that it is not correct to assess students down because of multicultural misunderstandings. In order to avoid this dilemma the world needs a more harmonised and assured method for measuring seafaring competencies.

According to my belief, the shipping industry needs a wake-up call to realise that an investment in the human being still is a well invest. A point is made to introduce cultural awareness as early as possible in maritime education and in a seafarer’s career.

In empiric focused research it is important to articulate the empiric starting points as they are recognised by the researcher (Kvale, 1997; Marton, 1978; Westin, 1994). An elucidation on what is studied and how it is being studied and by whom is very important for the reader of the study to know. The reason for giving above information to the reader of the research report is to make it possible for him or her to critically judge the study outcome in relation to the researcher’s comprehension, apprehension and understanding of the research issue. Therefore, in this chapter is included a declaration on who is the researcher/writer of this thesis; the author’s pre-comprehension.

Important concepts are also discussed in this chapter: diversity, culture, language and gender.

Moreover, the disposition of this thesis is outlined in this chapter.
Chapter 2, Maritime education and leadership
In order to enlighten the reader of this thesis and in particular readers not knowledgeable in maritime education this chapter is here to serve its purpose.

The IMO is fully aware of the situation and measures have been taken in different areas to maintain a safe, secure and environmental friendly industry. The establishment of World Maritime University in 1983 is one fundamental effort. The chapter further underlines how important MET stands in maintaining the IMO efforts. The industry needs good leaders and leaders that can stand up as front figures; someone to be taken as a pattern, a fore-figure of good examples. We all need heroes (Grey, 2006). Hopefully such heroes will spring from good education. A good mission for WMU is to create fore-runners in shipping and this with its management and leadership courses. Hopefully, this people, later in their careers, will become the heroes that the industry is looking for.

In this chapter I also discuss how an industry crewing-renewal strategy requires the MET institutions to focus on female leadership-education; it entails special attention in a conservative and male dominated industry.

Chapter 3, Theories and questions
In this chapter I discuss the ecological environment concepts as identified by Bronfenbrenner. His definitions have been found useful and therefore applied where the learning in a multicultural environment is discussed. In papers 1, 2 and 6 the studies focus and relate to teaching in a multicultural environment and thus Bronfenbrenner’s theory is applied.

The research questions, the data collection methods and the different ways to interpret the answers to the research questions are explained in this chapter. The strategies used are: Phenomenography and Discourse Psychology (DP). These two strategies have been tested by me in earlier studies, see papers 7-9. The two strategies have been realised to be appropriate also for the studies that comprehend this thesis.
Chapter 4, Methodological aspects
In this chapter I give the readers information of the sample being the source for this study; the WMU faculty. The conversation topics that constitute the base for the study are presented in appendix 1. The site for the conversations has been in the respondents’ respective office.

For the sake of good order I have also, in this chapter, mentioned that I have followed common ethic considerations during the conversations and in the writing of this thesis.

Chapter 5, Result
The papers, that compose this thesis, are presented in order to give the readers an understanding of the research objective. Papers 1-6 have been written after obtaining my Licentiate and therefore constitute parts of this thesis. My paper to obtain the Licentiate and two papers written before my Licentiate, papers 7-9, are all in line with the same research objective as this thesis. These papers are also shortly presented because the whole flow of papers make a comprehensive picture of the dilemma that the shipping industry is facing and how education at an early stage may contribute to minimise the risks of miscommunication and inadequate stereotyping.

The referred papers are put in relation to each other in a mimic, see table 3 (page 87).

Chapter 6, Conclusion
The conclusion, in short, ends up by me suggesting that a new pedagogy, and a cultural awareness course are introduced in order better to please a multicultural and grown-up student body at WMU and most likely in any worldwide MET institution having a diversified student clientele.

In the conclusion the empiric findings are aligned with the theory and the background papers (papers 3-4).

Possible weaknesses in this study are discussed and suggestions on further research.
Chapter 7, Discussion
WMU is a fairly young institution and an IMO apex establishment that by its charter is mandated to be in the forefront as regards maritime education. From the interviews with the academic staff many viewpoints came out from the shades into light. These observations necessitate further elaboration in order to get a fuller picture on challenges that follow with duties at a multicultural place of work. Perhaps, these observations can be of use to any UN agency aspiring to deliver courses in order to make it easier for people to accomplish the implementation of respective agencies’ aims and goals.

References are listed in general order and contain literature drawn upon in the following text. Information and knowledge taken from the www are not listed separately.

Acronyms and some explanations are listed in alphabetical order to ease the reading.

Footnotes have been used in the following text to further explain and this in particular to non-seafarers (landlubbers) and non-shipping people. This is done in addition to the issuing of a list of abbreviations, acronyms and explanations.

Appendices are attached in the end of this thesis for further added information and clarification.
The global nature of shipping and the reduction of ships’ crew complements require a different management system with higher individual responsibilities and this requires additional education and training before duties can be given onboard. In a critical crewing situation, where the owners use manning agencies to find ships’ crews, it happens that they practice the habit of shopping around between crewing agencies. This habit contributes to less crew motivation and less community-feeling. The owners have set off this challenge and are now struggling to achieve a reasonable crew retention rate.

Multicultural differences and the crews’ often weak knowledge of English make it necessary to add supplementary education in English to something much more than bare basic and to build a seafarer’s cultural awareness insight. Worldwide MET institutions are the natural identity to forward such insight.

2.1 Maritime education and training (MET)
It has now since long time been realised that the human performance is the overriding factor that determinates how safe merchant shipping will be. The human factor has been found to contribute to a very high percentage of accidents at sea, “... it means that generally about 80 percent of all accidents are caused by the human factor” (Jense, 2006, p. 100, my translation). The 80 percent relates to direct mistakes caused by an operating human. In reality it could be 100 percent because humans are also creating the conditions for operators to accomplish their duties. In order to
effectively minimise such accidents, as known today, the answer is to be found in education and good shipping management. Another factor, to assure better accident statistics, is to do something about the ship/shore element of operations; the ship/port interface (SPI). Again, the requirement is extensive training. In paper 8, I make a point to include communication and discussions on the information technology (IT) paradox (the IT paradox). The latter has become a reality that hazards safety efforts in shipping. Too much information is passed on to the seafarers, in particular to the ships’ Captains, often at the cost of reduced attention to safety issues (ibid.); a paradox.

Strongly, I suggest that seafarers’ accidents are thoroughly scrutinised in education and that MET set a focus on a student’s attitudinal and cultural change; a transformation that students, normally, have not been brought up with. With this also comes the need to explain the IMO instruments and provide an assurance that the seafarers understand these instruments. Normally, seafarers are not scholars/academics. The reason for the need of an explanation is to get the balance right between regulation and best practice (Grey, 2009a).

After a study of several casualty reports I can point out that major reasons of incidents and accidents are: poor communication, loss of situational awareness, poor decision-making, lack of effective leadership, breakdown in team performance and non-adherence to procedures and checklists. It is assumed that the reasons for misunderstandings are communication and cultural differences. Seldom have these failures anything to do with the operator’s technical skills-training. Yet, the majority of today’s training programmes still have an emphasis on technical skills instead of focusing part of the lecture hours on self-evident human weaknesses in the operating system. The seafarers’, and port workers’, spoken English has been found to be substandard (see paper 3). Therefore, in the MET curricula the English language has to be strengthened.

8 Such information is obtainable from the national Maritime Administration (MA) that is obliged to have casualty reports and statistics available for public access. The Swedish MA (SMA) complies with this through the Swedish Accident Investigation Board http://www.havkom.se/index-eng.html.
Safety management is a profit centre and is not considered to be a cost position (Crowch, 2009). Management of safety constitutes an investment in future earnings and it has a similar approach as looking after your other assets. This is why the industry, especially in financially good times, needs a wake-up call. If not, the lawyers by legislation will demand an owner’s re-think and this perhaps not until the world has experienced another serious shipping accident.

2.2 World Maritime University (WMU)

According to WMU’s Academic Handbook and various articles and official documents it has been observed that the World Maritime University (WMU) was established in Malmö, Sweden, in 1983, under the auspices of IMO. The university is established outside any national system “… which makes it difficult to compare and contrast WMU with the conventional model of a higher education institution” (Kelly, Ritz & Davis, 2004, p.1). This is also the reason why “… the prescriptive mechanisms of ISO standards, which were felt to be fundamentally unsuited to WMU …” (ibid., p. 41) was not adopted but an internal quality approach accepted instead.

WMU serves the international maritime community as IMO’s apex institution for postgraduate maritime education and training and lately also research. Over the last two decades, WMU has become a globally recognized centre of excellence in the maritime world (O’Neil, 2003). WMU, beside postgraduate programs, also offers an extensive range of consultancy services to industry and government.

The University offers postgraduate programmes:

- MSc\textsuperscript{10} in Maritime Affairs, taught in Malmö, Sweden; students may specialise in Maritime Law and Policy, Maritime Safety

\textsuperscript{9} It has been discussed if the word \textit{training} is relevant when identifying the type of courses being offered in 2009.

\textsuperscript{10} A Master of Science Degree; an MSc.
and Environmental Administration, Maritime Education and Training, Integrated Coastal and Ocean Management, Port Management or Shipping Management

- MSc in International Transport and Logistics, taught in Shanghai, China
- MSc in Maritime Safety and Environmental Management, taught in Dalian, China
- Postgraduate Diploma in Marine Insurance with Lloyds Maritime Academy, by distance learning. The programme lasts for eleven months
- Doctorial programmes:
  1) Maritime Administration
  2) Maritime Law or International Commercial Law, jointly with Swansea University in the UK

The University also offers a range of Professional Development Courses (PDCs) and Executive Development Programs (EDP). These are industry-tailored short courses providing specialised updating, held in Malmö or elsewhere on request, and lasting from a few days to a few weeks. Topics are wide-ranging and include maritime law, implementing IMO conventions, port marketing, maritime security, maritime English, shipping management and logistics.

WMU has an annual intake of about 100 students to the Malmö programme, which gives a total student body of about 200. An additional 100 students are admitted each year to the programmes in China.

To date, 2,670 people from 157 countries around the world have graduated from WMU. The University has made real efforts to attract more female students, and the proportion of women has now risen to between a quarter and a third of each intake. About 41 percent of the University’s students have been from Asia, 28 percent from Africa, 13 percent from Latin America and the Caribbean, 12 percent from the Middle East and North Africa, and 6 percent from Europe and North America. After graduation, with an MSc in Maritime Affairs, the students normally take up senior positions as managers, administrators, policy advisers and educators in the maritime field.
The University receives no funding from the UN system, but is financed by voluntary contributions from governments, organisations and companies worldwide. The main donors are the Nippon Foundation and the Ocean Policy Research Foundation of Japan, the International Transport Workers’ Federation, INMARSAT Ltd. and the governments of Canada, France, Sweden and South Korea. A major contributor is also the City of Malmö.

WMU’s five governing bodies are (situation in autumn 2008):

- **Chancellor**: the IMO Secretary General
- **Board of Governors** (BoG): a group of persons from mainly maritime administrations and a few shipping organisations. Not until very recently women have seats at the BoG. In the 2008 WMU Yearbook two women (about 4 percent) are members of the BoG.
- **Executive Council**: consist of six to seven persons recruited from the BoGs.
- **President**
- **Student Council**

In addition there are the following bodies:

- **Management Body**: consists of the four Vice-presidents and the President. The body is not constituted in the WMU Charter.
- **Academic Council**: is a body that is stipulated in the WMU Charter. The council holds the WMU faculty and some other functional representatives.

The governing set up, as listed above, is currently under review both concerning responsibilities, number of individuals and representing organisations.

The length of studies started with 21 months (in 1983) and was later reduced to 17 months (in 1999) and with the intake 2010 14 months will be required for students following the MSc degree.
programme. According to some 2009 graduating students\textsuperscript{11}, a 14 months study achievement would be considered to be a longer course and not a serious academic programme.

The WMU classroom complement holds students that come from many different cultures, have different beliefs, some have seafaring experiences, some a pure academic background and students who have mother-tongues different to the English (WMU’s operational language). Students from both genders are represented at WMU but the female students are in minority and constitute about 20 percent of the total student annual intake. This does not exclude that there could be classes with women participation close to 50 percent.

2.3 Leadership education at WMU

Though not always explicitly spelled out, the education at WMU also is to ensure that the students not only have intellectual rigour, but as well have obtained leadership abilities and feelings of commitment. This comprises to “… have an inner capacity to touch people through their work … produce good leaders with a good character and heart” (Bala, 2007, p. 10).

Leadership is defined as: “… the process of influencing others to understand and agree about what needs to be done and how it can be done, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (Yukl, 2005, p. 8). It signifies that leadership is a subject that is linked to several subject-areas like psychology, pedagogy and sociology. Leadership is also much linked to management. Management is a subject matter that has a key influence in almost all WMU course-subjects. Though, at WMU there is no syllabus with a major effort to tell the students on how to be a leader.

*Human Resource Management* is a course-subject where culture awareness is assumed to be discussed. Though, cultural awareness or diversity understanding is not mentioned in the course curriculum but it is confirmed to be touched upon by the course professor responsible for the subject. *Human Resource Management* is a fourth semester elective (ELE 402). Apparently,

\textsuperscript{11} My personal communication.
this is not a mandatory subject for becoming managers. Other subjects are given educational priorities.

After studies of articles in the educational field I have synthesised and realized that there is a demand for new pedagogies appropriate for the 21st century (Bohlin, 2009; Chen, 2007; Lahdenperä, 1997; Lasonen, 2005; Lorentz, 2007; Ready ..., 2007; Wu, 2002). I am sincerely concerned that WMU adheres to a new pedagogy. According to my memory, pedagogy has not really (= never) been an issue for discussion in any ordinary WMU faculty meeting that I have attended and have seen the protocol from.

Considering the conditions at WMU a new pedagogy or andragogy could comprise areas like:

- Addressing a diversified class complement (culture, gender etc.)
- Addressing adults
- Group assignments, group work
- Assessment alternatives
- Learning from experiences
- Training skills in critical reflection\(^{12}\)
- Reflection on own values

In other words, this means to move focus from the educator to the students and the subject. Perhaps it would give a daily proactive stimulus for the parties on each side of the rostrum.

2.3.1 Women leadership in particular

In paper 7 I discuss the possibilities for women to be leaders within the sphere of maritime academia. The conclusion is that a positive impact might be possible but perhaps not until equal conditions and an equal, 50/50, distribution of the genders has been reached. I consider it an issue relevant also for WMU to discuss due to the increased number of female students enrolled at WMU. These students might appreciate to be addressed by women from the rostrum.

\(^{12}\) Critical reflection can be trained/learned (Wilhelmson, 2005).
Both in papers 3 and 7 I conclude that there are inherent complex challenges for women at sea and in particular to obtain officer positions. In paper 3 I also conclude that women aspiring leading positions both ashore and onboard will have a tough hurdle to pass.

Chin (2007, p. 4) is asking: “What would be considered to be a feminist style of leadership? How do we know when feminist leadership is effective?” In order to find out how gender and leadership intersect a definition of the leader’s abilities becomes necessary. There are many definitions in the literature and Chin (ibid.), who is a woman, records the following characters and skills for a good female leader:

- Leadership traits, skills or styles
- Leadership contexts (when leadership is performed)
- Interpersonal processes (power relationships, leader as a servant).

In addition she adds that it is necessary to find out how female leaders manage competencies/skills in the vein of:

- Problem solving, social judgment and knowledge or
- Catching attention, expressing a meaning, establishing trust (interpersonal connections) and managing limits of self.

As a contrast to the way women lead below six ruling techniques that men use to neutralize women and that women need to identify and take control of/manage:

- To make invisible:
  To make somebody invisible is to not listen when someone is speaking either by talking to somebody else, turning over papers, getting coffee, or to just walk out of the room.
- To ridicule:
  To crack a joke at the expense of the speaker, or to devalue the comments made by the speaker.
- Disclose information:
  Those who disclose information expect that you catch up
yourself. Practice is that if not everybody is present at an important decision it should be postponed.

- To express a double standard:
  To say women should work and contribute while at the same time stating that women who work are bad mothers and wives because they are not at home.
- To induce feelings of guilt and shame:
  To utilize ruling techniques one and two above in order to break someone’s self confidence. (Marklund, 2005, pp. 106-107, my translation).

A professor in class is considered to be a leader. Leadership of the 21\textsuperscript{st} century normally includes characters like: Intelligence, persuasion, ability to inspire, knowledge, experience and an apprehension of humans (Drakenberg, 1997).

Modern developing leaders (contrary to conventional leaders that are demanding, rewarding and controlling) have been identified by Larsson (2006) and are characterised to have thoughtful and caring aspirations, inspires and have a genuine motivation\textsuperscript{13}.

Women have an outstanding strength in being able to collaborate i.e. to exercise social judgement and ascertain interpersonal connections (Chin, 2007). In her study she found that the female leaders were also found to be more transformable (be consistent, encourage inclusion, form teamwork and stimulate social encouragement). All the above criteria I consider necessary qualities in modern management and I believe that they require equality recognition and a level playing field in order to gain recognition. People that acquire benefits from recognition wish respect and not patronizing (Taylor, 2009).

It is sad to note that female seafarers, though capable, have difficulties to reach leadership positions that traditionally still are occupied by men (Jonasson, 2008; Kajser, 2005; Kitada, 2009).

\textsuperscript{13} When Lieutenant William Bligh had command the leadership-system was represented by: order, control and punishment (from the book \textit{Mutiny on the Bounty} by Charles Nordhoff and James Norman Hall).
Female seafarers also encounter constraints in the relationship with male seafarers (ibid.), see paper 6.

To have power means to have the right to make decisions and also to decide what has to be decided but will, of course, not be successful without full support from those concerned (see Yukl’s definition of leadership in chapter 2.3).

Failure to acknowledge women’s leadership roles ashore and aboard, essentially is “… a set of widely shared conscious and unconscious mental associations about women, men and leaders” (Eagly & Carli, 2007, p. 65). One potential reason might be that women, although assertive, do not utilize the traditional leadership language.

Female leaders are more able to change (adapt) than male leaders (ibid.). Male leaders were found to have a laissez-faire attitude. Women adopt “… a more participative and collaborative style” (ibid, p. 68). A management style that most unlikely is generic.

At many shore jobs it appears to be a general interest in cultural understandings but there are signs of a standstill in gender equality. It seems to be the contrary for situations and most careers at sea. Possibly, there is an exception for the duties as ships’ Masters/Captains because in folklore, this position is still a responsibility considered to be next to God and reserved for men.

I am convinced to achieve gender equalities by the means of legal instruments often becomes elusive; in particular if the inequality is embedded in culture.

Another step on the efforts to achieve gender equality could be to share leadership roles between women and men. This requires that the leadership is gender-balanced. This effort might be realised also at WMU where the faculty situation is very far from gender-balanced. The proportion women/men is 2:16, see chapter 4.1 and paper 6.

“Looman suggests that to cope with current complex and volatile environmental and cultural trends, leaders must integrate their cognitive and emotional mental processing systems and
function from a metacognitive perspective” (Chin, 2007, p. 11). Cross-cultural learning requires a level of metacognition; in the relation between the teacher and the student and between teachers. This is also the situation where there are two teachers in the same classroom or, with an allusion to WMU educational endeavours, there are two professors attending the same field study. The two-teacher-system has been studied by Drakenberg (2010, in progress) and with similar observations as above.

There are different organisations available in the market to help women have a leadership career. In the Western world it is politically correct for women to be leaders. Bruun (2009) writes about possibilities for female company managers to build mental muscles. Apparently it is a matter of daring to be successful and often fear to fail has taken energy from the individual. Part of the objective, in any taught management subject, is to create efforts to make the women have full confidence on the future and be proud of self integrity.

Women as well as men request to be met with respect when they demonstrate that they have and follow a certain conviction. Bruun (ibid.) concludes that it is your consciousness that takes decisions on what you wish to achieve and your sub-consciousness figures out how this goal can be achieved. My observations make me conclude that people who realise this look forward to be respected; passion will flourish and this people will be able to force potential barriers.

To illustrate how important it is to promote women to leaders the Swedish government is investing SEK 100 million (about EUR 10.4 million) on supporting women’s possibilities to start and operate companies. Perhaps, WMU would benefit from adopting a more active strategy to be part of organisations supporting women in the shipping industry. To use the university’s income from projects and development courses to female

14 Knowing about knowing. Metacognition refers to one’s knowledge concerning one’s own cognitive processes or anything related to them, e.g., the learning-relevant properties of information or data. For example, I am engaging in metacognition if I notice that I am having more trouble learning A than B; if it strikes me that I should double check C before accepting it as fact. Retrieved on 30 April 2009 from: http://en.wikipedia.org/wiki/Metacognition.
fellowships is, according to me, a noble way to help women to get a foot into the educational stream of the shipping industry. Despite such noble efforts, perhaps, instead of funding female students the earnings from staff delivering paid courses are better used to upgrade teaching hardware and software e.g. to improve, encourage and uphold a good educational standard at WMU.

The above summarises that the maritime education should adapt to the diversity of the students including aspects of culture, ethnicity and gender. The education should, as well, promote communication and understanding of leadership in diversity.
3 THEORIES AND QUESTIONS

We know much more about
the children than about
their surroundings or the process
by which these surroundings
affect the course of development
(Bronfenbrenner & Crouter, 1983)

The word theory has many connotations/nuances. In everyday parlance to have a theory is associated with having a guess. In academic writing the meaning is associated with the strongest level of probability or in complex science a word to envelope a model of explanation to base a conclusion. The qualitative research concept theory corresponds to hypothesis in quantitative studies.

This study is empiric. The conclusions are built on both the respondents’ and my apprehension of reality and the empiric data comes from conversations with the WMU faculty.

In the studies, my foundation is based on social-constructivism with the meaning of building knowledge primarily focused on within self and secondarily on the environment. With a view on constructivism the language is recognised as a social act with a focus on words, reasons and to find meanings. All human acts have a social influence and must therefore be seen and studied from a social context. “The research expectation is to find some correlation between words and things; a coordination between what has been spoken and what is” (Börjesson, 2003, p. 16, my translation). The understanding of a phenomenon or a thing is always dependent on language, pictures, metaphors, etc. According
to Bronfenbrenner also time, present and past, and place have a perception of a phenomenon and that is pictured in his theory on ecology of human development.

To people not being initiated on qualitative research studies it often is considered to have an obscure process in the way data is collected (Marton, 1992). With good knowledge of strategies to analyse data from an individual’s apprehension of the world the doubt on research methods should be reduced. Often the phenomenon or phenomena that the researcher aims to analyse becomes unveiled and clear during the research process. Therefore to overcome the doubt Marton emphasises that it is important to clearly explain both what is being studied and how it is being studied. The phenomena found in the analysing process have to be related to a wider context. This context needs to be put together using factors that can explain a possible pattern-structure. Such an explainable model is in this study found in Bronfenbrenner’s different ecological environments. In this study, his theory has been extended to be recognised and appreciated relevant also for grown-ups, not only for children.

This discourse creates its own rules; the discourse constitutes the study area. With this follows, that the hypothesis is constituted from the theories and the strategies are used to reach the research objective.

3.1 Research theory

The conclusions from the conversations with the WMU faculty originate from and are based on Bronfenbrenner’s theory on the ecology of human development.

3.1.1 The ecology of human development

Bronfenbrenner’s theory shows the importance of studying different surroundings or environments and the impact they can have on the learners’ success. This I have realised as quite significant. It is also essential to observe, and to be aware, that not only the learners (students) but also the professors (who also is

\[15\] Further readings and definitions on discourse can be found in Fairclough (2003) chapter seven, Foucault (1971) and in von Brömssen (2003).
constantly learning) are dependent on interconnections with various environments. I recognise that a person’s subjective view defines that person’s situation and that these registered views determine the actions taken and to be taken and this is somewhat shown in the words that the person is using. Bronfenbrenner (1976, p. 17) adds to this statement that: “… the impact of the setting cannot be understood without some information on how the setting, and its various elements, were perceived ...”.

A person’s many present and past environments can be dissolved in different and special environments and contexts therein. It is not only the immediate and near environments but also all kinds of identifiable environments that, like circles in water, surround the individual. These environments, or spheres of a person’s life, also stretch back in time. At the WMU there are several environments that could have an impact on a professor’s view of the world and that directly or indirectly have an impact on his or her work performance. Examples of such environments are: different class rooms, the WMU premises, the WMU cafeteria, the WMU staff dayroom, en route from living quarters, the many visits to industry and administrative complexes in different countries, communication with friends and families at home, lack of support people etc. Various environments that a WMU professor could be exposed to during the stay in Malmö are illustrated in figure 1 (see chapter 7). The environments reflect a person’s experiences dependent on how these environments influence the individual and how an individual can influence the same environments. In Horck (2006) a similar illustration shows the students’ different environments, see corresponding figure in appendix 2.

Bronfenbrenner’s theory is anticipated to explain the behaviour and development of a child’s growing. In my study it is assumed that Bronfenbrenner’s theory also is transferrable and appropriate to be used for adults. The educator, an adult and a member of the university’s faculty, is in this thesis the object for Bronfenbrenner’s theory. An additional object, and a de facto part of the theory, is social interactions. Sociability efforts, often a second impact factor that is related to who you talk to, have a direct influence on the individual. Therefore, to analyse a study sample in different environments will further enrich new and
provocative research questions and that would improve the legitimation of the research (Bronfenbrenner, 1976).

Current study focuses on the respondents’ respective work-environment. I think that when doing research with respondents being multicultural it gives for instance a new perspective on expectancy. New in the sense that the respondents are subject to something that is different to previous environments and they enter these new environments with one well received anticipation or with an anticipation that is the contrary. The acclimatisation process is met differently by each human being. Subsequently, as a researcher this becomes an interesting and sensitive precaution factor to bear in mind.

The situated cognition theory, as launched by Marton and Booth (1997), I consider stemming from Levin and Bronfenbrenner. They argue that situating the sample in authentic situations will help to achieve better research results and ultimately enhance the understanding of educational theories. The observations stemming from different complex human environments must be integrated in the analysis. The consensus is that there is a correlation between an individual’s world (environment) and the world around the individual as anticipated by people around the ego. The world is constituted as a confined/restricted relation between the various worlds. With other words: knowledge is brought about with contribution from social constructivism emphasising the importance of cultural practices, language and other people (ibid.). Andersson (1986, p. 14, my translation, my italics) gives a summary of Bronfenbrenner’s development ecology theory and he makes the same point in saying that “… the individual together with the environment make a system”.

This is a theory contrary to behaviourism but similar to social representation (a theory that argues that the human being adapts to the world by creation/construction) and that does not recognise a split between an inner and an outer world. Therefore, social representation can be said to have a lot in common with

social constructivism and also with Bronfenbrenner’s theory. Chaib (1996) explains that “A person is not instinctively responding to stimuli from the outer world (from other environments) ... the human being ... responds with references to values and perspectives-of-action that are culturally conditioned (ibid. p. 45, my translation, my parenthesis).

Cole writes in his foreword to Bronfenbrenner (1979, p. i) “... an idea is as powerful as what you can do with it”. The theory will shed light on peoples’ experiences to study environments within which people behave. If the researcher follows his/her specifications of procedure and common-sense-suggestions the result will be fine: Add to this that the researcher has to consider his or her judgement as well as his or her interaction and the result will be complete.

Regarding the possibility to understand something Bronfenbrenner quotes his father who used to say: “... if you want to understand something, try to change it” (Bronfenbrenner, 1977, p. 577; Andersson, 1986, p. 30). Often, just to look is not enough if you wish to investigate how an environment accommodates the person and vice versa. Goethe also expressed the same thing but a bit more poetic:

Was ist das Schwerste von allem?
Was dir das Leichteste dünket;
mit den Augen zu sehn,
was vor den Augen dir liegt.

Wolfgang Goethe17

As a follow up on this observation it becomes necessary to investigate sub-systems e.g. to include several sample-persons in the analysis. In this research, when I query about the professors’ professional expectations and possible change of behaviour in class, the answers reveal a development that also mirrors contexts outside the professors’ working premises.

Of course, there are researchers who disapprove of Bronfenbrenner’s theory. There are also researchers who admire his theory and have created additional environments (see paper 2).

When looking back in history also David Hume\(^\text{18}\) had ideas on the importance of an individual’s different environments and the impact these can have on human development and humans’ apprehension of the world. Hume is clear in the statement that:

“… we cannot understand anything about our minds independently of understanding our situation in the public world. Our experiences are only identifiable and only possible objects of understanding, by way of our acquaintance with the world itself” (Blackburn, 2008, p. 17).

In other words, what people think, and how people apprehend, to a great extent emanates from interactions within different environments that appears around the individual; i.e. an eventual impact is reversible. For instance, the apprehension that the professors have on their work situation discloses the world around them. Our perceptions are connected by relations of resemblance, continuity and causation. Hume takes this further to say that “… every idea (that a person has) is derived from a preceding impression, but that we have no impression (feeling or sense) of self …, as something simple and individual” (ibid. p. 47, my parentheses).

There must be a reason, a motivation, for a person to have a certain opinion or idea on something or somebody and one driving force is passion. Reason and passion are necessary for motivation (ibid.). In the class room both the teacher and the student must have motivation in order to perform and reach a good outcome. The professor who comes to class to just deliver (see papers 1 and 2) most probably will have a low output. To have a motivation, not necessarily but naturally, means that you wish to do something

\(^{18}\) David Hume was perhaps the greatest philosopher from United Kingdom and a central figure of the Enlightenment. He was a profound thinker. His understanding of human nature was clear-eyed and not avoiding even unpleasantries, a profound thinker often misunderstood (Blackburn, 2008).
with your observations. Of course, if the students lack motivation/passion it will also lead to a low individual performance.

Further on Bronfenbrenner’s environments can be found in papers 1 and 2.

3.2 Research questions

This thesis is picturing how the WMU faculty apprehend their working-world and the importance that they lay in giving becoming managers (the students) knowledge to fulfil their shipping engagements. A WMU in-house constellation of contexts and environments and environments outside the WMU premises could have (and have) different impacts on the outcome of students’ and professors’ performances. Such possible circumstances might have an impact on the humans’ well being and also working in a foreign country with people having many different habits and different cultural/ethnic backgrounds. I believe that the behaviour of colleagues and the university management have a serious impact on staff’s work-performance and well being. Obviously, both learning and the individuals’ well being constitute vital ingredients for the success of IMO’s apex university; WMU.

The impact of adequate (read: industry required) and well done education both at WMU and at worldwide MET institutions is discussed in papers 3, 5 and 6.

Originally the objective of this study was not to be an organisational research but to study how the academics apprehend their meeting with the students. But during the conversations often managerial issues and decisions came to light. Many of the discussed issues have an impact on the professors’ work and performance. Therefore, and also to give justice to the sample, organisational issues have been elaborated on in the conclusion chapter.

In the following I explain the research questions and the strategies used to answer the questions. Several occurrences have been observed and analysed, in different ways, in order to find how the WMU world context is being apprehended. My conclusions on the findings in the six papers are accounted for in chapter 5.
Paper 1. Assuring quality teaching when addressing students in a diversified classroom (Horck, 2009)

The research question aims to find the WMU faculty’s apprehension on addressing a multicultural maritime student complement. The findings were expected to be an educational wake-up.

In the title of the paper diversified is used and this is done in order to incorporate all the above differences i.e. not only focus on culture and gender. The research question is to picture how the WMU faculty apprehends the contact with the multicultural student body at WMU. The student complement forms a mixture of people from different cultures, people having different mother tongues, a few women, a majority of students and faculty having English as a second language and students with backgrounds from the practical and operational section of shipping and those having pure academic experiences.

In paper 1 I discuss how the professors’ apprehension of eventual changes might have an impact on their pedagogy. If any constraints are envisaged the immediate question would be if the professors are prepared to handle such changes and consequential constraints. It is questioned if the university has a policy addressing these issues. I do not emanate that the academics’ performance in class is bad but I wish to understand if improvements can be on the agenda. Can something be done to prevent the academics from having to learn how they find the best way to meet the students in class the hard way?

The study is based on two different ways of data analysis: phenomenography and discourse analysis according to respectively Ference Marton and Johnatan Potter.

Phenomenography takes as little as possible for granted (Marton, 1994). This strategy is the empirical study of the different ways that people experience, perceive, apprehend, understand and conceptualise various phenomena in the world around us. “We are choosing all the time … we make choices in words, images, codes, codes of communication, linguistic repertoires …” (Magala, 2002, p. 11) and this forms the base for just apprehension, also according to me.
Discourse psychology, as presented by Potter, has been found to be a relevant strategy in conjunction to phenomenography. Potter (2004a, p. 105) explains and defines a discourse to be an activity that is concerned with “…. talk and texts as parts of social practices”. This is a broader definition than used by, for instance, conversation analysts that emphasise interaction.

Paper 2. *Teaching styles retrospect the use of metaphors* (Horck & Drakenberg, in manuscript)

The research question aims to find the WMU faculty’s apprehension on the use of metaphors. Does the faculty with a seafaring past use metaphors differently to those having a pure academic background? In the study we portray if metaphors can be used by the WMU faculty in their teaching.

The observations found during the conversations were transubstantiated to their way of addressing the students. In other words, it was assumed that the findings mirror how the professors meet the students in class and their feelings about work in general. The professors were divided in those that have a pure academic background and those having a seafaring experience.

The ideas on metaphors are presented with reference to definitions by Leino and Drakenberg (1993). Comparative discussions are presented with reference to Lakoff and Johnson (2003).

The way humans interpret their lives is not only mirrored in the words used, as such, but also by the words’ underpinnings. Lakoff and Johnson (2003, p. 146) write “… the human aspects of reality … vary from culture to culture, since different cultures have different conceptual systems”. Thus, the use of metaphors and their underpinnings determine what is considered to be basic understanding for that specific person. The issue of metaphors is not to define truth or false but to study “… the perceptions and interferences that follow from it and the actions that are sanctioned by it” (ibid., p. 158).

Normally, the employment of metaphors in teaching is crucial because analogy (similarities) is (are) the core of cognition. Though, the application can result in the opposite if the students come from different cultures than the speaker. Similar learning
constraints can take place if the professor uses similes\textsuperscript{19}. The use of similes, as an explanatory substitute, might cause even more confusion to the learner than the use of metaphors.

In the paper we have also discussed various challenges that the WMU professors meet in their daily work with the students. This follows from the use of metaphors and supplements the picture of the professors’ respective world.

Paper 3. Cultural and gender diversities affecting the ship/port interface (Horck, 2008)

The research question is not a question as such but rather an effort to enlighten non-seafarers on communication and diversity challenges/constraints in the maritime industry. In other words, this paper is considered mainly to be a background paper discussing the risks that appears to be the situation between the ships crew and port workers (see casualty reports).

The arguments focus on the fact that MET institutions not set aside ample time for language learning and soft subjects in the curriculum of human element. It is envisaged that if it is not done it possibly will lead to an industry problem.

In this paper I also elaborate on the possibilities to recruit women to maritime job assignments and how female seafarers align with successful and safe shipping.

The findings are based on an extensive literature review and discussions with WMU students that have a seafaring background and with students within the port sector. Other seafarers and WMU students have also contributed with viewpoints but put forward by me (personal communications).


\textsuperscript{19} Similes: “A figure of speech comparing two essentially unlike things and often introduced by like or as (as in ‘… cheeks like roses …’)” (Webster’s third ..., 1993, p. 2120) or as in … posture like a bag of grain).

Metaphor: “A figure of speech in which a word or phrase denoting one kind of object or action is used in place of another to support a likeness or analogy between them (as in ‘… the ship plows the seas …’)” (Webster’s third ..., 1993, p. 1420).
Like paper 3, this paper is considered mainly to be a background paper. This paper is aiming at enlightening the readers on the need for the MET institutions to be pro-active and not wait for the lawmakers to tell them what to do. The two fundamental and very important instruments from IMO, the STCW Convention and the ISM Code, do not necessarily and properly convene in the MET education at many MET institutions. I believe, to please the owners and to promote safety, the MET institutions have to take own initiatives and introduce depth explanations of these instruments in order to prevent serious accidents to happen.

The findings mainly originate from an extensive literature review and discussions with WMU students (personal communications).


The research question in this paper has been a follow up on my Licentiate thesis (paper 7) - how do the students anticipate to study at WMU? In this paper I consider that the students’ study results can be affected by their respective environments both inside and outside the class room.

Conversations with WMU students were transcribed and the analysing strategy was phenomenography and discourse analysis. It is the same strategies that I have used to analyse the conversations with the professors (see papers 1, 2 and 6).


The research question has been to examine how the MET institutions have made efforts to meet the increased number of women being enrolled at MET institutions. The reason for this examination is the growing number of female students at WMU and at MET institutions worldwide. More women are gradually entering jobs that have been traditionally male-dominated.

The situation for women in the shipping industry has been studied through an extensive literature review. Beside the literature review a questionnaire was sent to MET institutions (with a return of 20) within the European Union (EU). The received figures plus a
few remarks from some MET institutions set up the results. The issue has also been discussed in class and findings from students’ thoughts and reasoning have also contributed to the conclusions (personal communications).
4 METHODOLOGICAL ASPECTS

Analyses of the conversations with the WMU faculty serve as the base for the answers to the research questions. Subjective experiences are embedded in the language and relational meanings are given in a specific context. This is unavoidable because interpretive methodologies often favour data collection in a natural context. This is contrary to more intrusive methods like questionnaires and very structured interviews.

4.1 The research sample
The informants address students at WMU both as people that have a contract with WMU (henceforth called permanent professors) and as visiting professors. Their academic and professional backgrounds extensively vary. Often the visiting professors represent people with long time experience in respective field of knowledge and have been addressing WMU students at several occasions and/or they have been exposed to multiculturalism in other scenarios but they necessarily do not have to have academic credentials. On the other hand, the permanent faculty, that constitute the major part of this study, have both long and short time serving at WMU and they also have a variety of academic backgrounds.

In general, the faculty showed a great interest to participate in the study. Notwithstanding, two persons from the permanent faculty did not participate in the study. One of them had no wish to participate and the other person found an excuse in heavy workload.
The analysing data originate from transcriptions of conversations taking place in October and November 2008 with 17 persons that address the students in class. Of these 15 are permanent professors (the total permanent faculty is 18: seven professors, three associate professors, four assistant professors and four lecturers). Two persons come from the cadre of visiting professors.

The national/cultural backgrounds of the informants are: America, Asia and Europe. Among the cadre of visiting professors a very few come from Africa but none are part of this study.

The sample’s average working time at WMU is 10 years. The time varies from half a year to 24 years. Seven of the interviewees have a past seafaring experience. Two faculty members have a past/present career in the Coast Guard. These persons also hold academic degrees. The rest of the permanent faculty has various academic qualifications; from BSc (Bachelor) to PhD (Doctorate) or similar.

A normal practice would be to have an equal gender-number of the interviewees. WMU has a strong gender disproportion among the faculty. A clear majority are men and it has always been like that. Therefore, also in the current study there is a disproportion between the genders. The women make up three persons of the sample. Among the permanent resident faculty one woman is working in the English and Study Skills Programme (ESSP) another is Lieutenant Commander seconded from the US Coast Guard. The third woman is a visiting professor. From the visiting professors list in the 2008 yearbook, listening 56 persons, three are women (about five percent).

Henceforth, the sample is sometimes identified as just the sample and sometimes as professors, academics, interviewees or the faculty. The denomination staff is used with reference to anyone working at the university.

The WMU students are not part of this study but complement this study and the findings can be found in my Licentiate thesis (paper 7) and partly in paper 5.
4.2 The conversation topics
One question, during the conversations with the faculty, has been how they adjust, if they adjust, in addressing the students because of their diverse complement. Another question is focused on how they encounter female students in class. Over time, how has a professor’s approach changed in class? Are the activities in the classroom gender neutral? The professors were asked about their personal experiences working at WMU and how this experience is related to previous experiences in class. Of interest was also to learn how they organised their sessions in class. For instance, how do you plan and carry out group work? Another question was how assessment is managed. What is your opinion on blind marking? How familiar are you with the students? Questions on the general operation of WMU and the way the professors find their situation in Diaspora also came to be discussed.

The conversation-outline is presented in appendix 1. Beside the headlines, as mentioned in appendix 1, additional issues were brought up and this is why the conversations are labelled unstructured. It means that the empirical data has evolved during the conversations. The conversations have been transcribed and are the fundamental material for the analyses beside body language and other signs of communication that the interviewees possibly revealed. Part of the analysis is also my pre-comprehension as portrayed in chapter 1.2.

The conversation topics were not known to the informants in advance. The reason for this was to get a direct and spontaneous response. The average time for the conversations was 47 minutes.

4.3 The conversations
The conversations have been conducted in the interviewee’s office (cabin). This was so arranged in order to keep the interviewee at own comfort zone. In situ studies are recognised to bring more reality to studies of human behaviour and aiming at an interpreting meaning of thought (Kvale, 1997; Patton, 1990).

In this presentation the interviewees have been given an identification with the following denominations: Prof. A, Prof. B, … Prof. Q. The reason for introducing denominations is to behold respondents’ anonymity and to give examples for the reader to get
an idea on what and how the sample has answered. The denominations are randomly selected.

In general, the faculty was verbally active during the conversations. This could be explained by a general interest to talk but also as a phenomenon that is characteristic for people in times of crises. People’s willingness to talk increases in times of crises, tensions and uncertainties (Chaib, 1996).

4.4 Strategies
The strategies used are phenomenography and discourse psychology by Ference Marton respective Johnatan Potter.

4.4.1 Hermeneutics
Hermeneutics is a theoretical approach where the researcher asks “What are the conditions under which a human act took place ... that makes it possible to interpret its meaning” (Patton, 1990, p. 84). The key challenge is interpretive understanding where phenomenography is one of many different strategies. Phenomenography is not really a discursive alternative. Although, that both hermeneutics and discourses study the interpretation of texts and that Kvale (1997) uses the word widens (my translation of the Swedish word utvidga mentioned on p. 49) to say that hermeneutics include discourses, there is a difference. In this thesis I keep phenomenography and discourse analysis apart because in discourse analysis I have studied the samples’ discourses per se (what the conversation leads to). Verbal expressions have an integrating possibility that does not come to its right in phenomenography but does in discourse analysis. Phenomenography is a hermeneutic research specialisation where others’ apprehension of a phenomenon is studied. The knowledge acquirement is built on interpretation. From my previous studies, I have found that the strategy is a key instrument in education studies.

Platon expresses the need to be open for a look behind the shadows in our world:
We are wanderers in a world of shadows.
We try to reach out of the shadows to face reality, to view the truth (Platon)

Kant is recounting the same thing but he uses the metaphor to look behind the clouds. At the same time saying that the human being should avoid metaphysical disputes from which no knowledge can be gained but instead seek happiness and focus on more nearby activities like cultivating roses (as suggested by Voltaire in *Candide*). His advice has not been followed in this thesis but rather to dispel the clouds that shadow another world and discover.

To see is to know but looking is not seeing! A deeper analysis is needed and this is why discourse analysis has been added to phenomenography. Multiple research methods often contribute to enhance the quality and credibility of findings.

4.4.2 Discourse analysis
With discourse analysis (DA) the door is open for news and surprises. This is a method/strategy with a totally opposite approach to working with e.g. questionnaires. There is a range of varieties of discourse analysis strategies and in this study discourse psychology has been chosen.

Sometimes, DA has been described as the art of catching what people take for granted i.e. things that are just as much covered as self-explanatory in an organisation or in e.g. a classroom. The researcher is doing something that creates meaning; he/she is adding something to something. A discourse analysis researcher makes it possible to view remarkable things that normally are seen as something genuine. The researcher is studying texts examining its implications, what the text puts out of the question and what it comprehends (Börjesson, 2003). Without discourses the world cannot appear in a meaningful way. Discourses create meaning, continuity and understanding (ibid., p. 23, my translation). According to Fairclough (2003, p. 129) it is

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20 The aim of this thesis is not to find the truth because truth is subjective and have different connotations dependent on culture.
productive to “… focus on how different discourses structure the world differently …”.

A discourse can be about the process of a conversation and how language and its content have a possibility to be bent, twisted and varied. By using discourse analysis the issue becomes to enlighten the readers on the creation of meaning, using social construction to make sense. The researcher’s and the analyser’s (if different persons) tasks are to “… observe, make empirical claims and theorize about how they do it” (Edwards, 2004, p. 1).

Contextual analysis is a working process in line with phenomenography thinking to find entire characteristics of the apprehension of phenomena expressed in meanings in a specific context. The work is investigative and content explorative. The relation to the context is illuminated by the researcher’s both explorative and analytical interpretations. The aim is to mirror people’s experiences as expressed in thoughts on their world and how these are conceptualised. Therefore to withdraw and describe variations in experiences in a collective perspective as well as within each individual are parts of the work.

The use of various discursive strategies has become common in pedagogic research. In the situation of WMU it has become a way to use language as a skill to create and express change. The strategy has also found a foundation in organisational research that became a consequential part of this study.

The discourse analyser is trying to look for questions and perspectives that cross over obvious issues of truth. My efforts have been to be aware not to make the obvious something strange. I am of the opinion that creative challenges should be considered in a reflective research. Why have certain problems drawn attention? Why is e.g. a social problem discussed in a specific way and why is it discussed by a particular type of people?

Social-constructivism defines meaning to come from human interactions. Therefore, it has no meaning to look for absolute knowledge but instead my interest is focused on how it is anticipated or apprehended, how knowledge has been taken in. People look at the same thing or phenomenon but have different meanings on this the same thing. This is why it has become a standard, an obvious fact, not to cite people out of context. To the
point: the wisdom of science is guaranteed by theory, method and proved results (Börjesson, 2003).

Discourses are speaking disciplines and logics that govern the limits of what is culturally and socially accepted as the truth, common sense, good and bad etc. These limits of discourse also show what is not possible to say in a certain context. This implies a researcher’s dilemma: the art of being able to dissimulate\(^2\) is an all humans’ capability and practised by most human beings. With dissimulating follows the question if people really speak from their own convictions. If what the person says is a derivative i.e. something developed from something else or from someone else, it can be troublesome when analysing the transcriptions. On the other hand it is not the individual that is the object for final analysis but how the collective identity (the faculty) constructs the world.

In qualitative research the researcher is the tool to produce research results. When using this method of data analysis it is recommended to have a co-researcher. To avoid biases, in this study, my supervisor has been the co-analyser. The reason for more than one analyser or evaluator is to have increased study credibility and reduce potential off-setting by having only one person’s perspective. Patton (1990, p. 468) writes that both analysers “…organizes and interprets that data to support different and opposite conclusions”.

The researcher’s story of the world will give a new picture of the world. I have like Edwards (2004, p. 44) realized that “…discourse analysis is not a matter of taking chunks of talk and making interpretative comments about them”. More is added to the strategy. For example, there is an interesting duality in the relation between perceptual\(^2\) experience and our understanding of

\(^2\) The Swedish Queen Kristina was famous for her aphorisms. She wrote: The person who can not dissimulate can not govern (my translation). The word dissimulate is understood to be the same as counterfighting as in Shakespeare’s King Lehar Ch. 6 - Edg (aside) My tears begin to take his part so much. They mar my counterfighting (Alexander, 1971).

\(^2\) Mental ability in order to interpret and understand what is perceived (seen, realised, noticed, etc.). A word often used in the process of learning.
the world that is of interest to have pictured. Chunks of words do not reveal this duality.

People can capture false beliefs in order to preserve the world and this despite other agreements about its nature. This becomes an analytical concern when approaching an educational discourse looking for how teachers and students manage relations in their respective discourse. It will give a picture on how education gets done. Empirical based research never explains itself but always needs to be presented, dramatised and understood in the framework of an interesting problem and this is part of the researcher’s job.

4.4.3 Phenomenography
To my knowledge, phenomenography\(^{23}\) has not been used by any other researcher in maritime studies on the human factor. Phenomenography has been applied in my previous studies: 1) A mixed crew complement. A maritime safety challenge and its impact on maritime education and training (Horck, 2006), 2) A culturally mixed student body. The WMU experience in fostering becoming decision makers (Horck, 2002) and in 3) Group-decision-making in a multi-cultural and multi-lingual context. Application: shipping industry (Horck, 2001).

Phenomenography is an empirical research approach characterised by multiplicity, variation and dynamics. This makes it cumbersome to formulate a singular picture on what is meant by this strategy. Marton (1995) cannot agree that it is a pure method and this is the reason why I prefer to define phenomenography as a strategy instead of a method. Marton and Booth (1997, pp. 114) prefer to highlight this dilemma by the notion Cognosco ergo sum (I experience, therefore I am) to Descarte’s original formulation, Cogito ergo sum (I think, therefore I am). Apparently the experience is a crucial parameter in phenomenography. The strategy is characterised by a holistic visual angle at the same time being explorative. A complication is that, most probably, the researcher never will reach a final description of a specific

\(^{23}\) An etymological origin of the term phenomenology is found in Kroksmark (2007). Fenomenografisk didaktik – en didaktisk möjlighet.
phenomenon because normally each person’s pronouncement has some influence of intention or goal or aim. These encumbrances are burdensome to ignore.

Within a phenomenography study it is important to realise the different ways of studying the world. Marton (1981) names the phenomenography way of thinking the second-order perspective. A study according to this perspective is conducted in a way where persons describe their apprehension about a phenomenon in their world. By having a conversation the respondent’s un-reflected opinion is noted rather than getting a picture on how the phenomenon/topic/issue/object is. The researcher studies a person’s understanding of a certain object i.e. the way the world is seen and experienced. By having a dialogue with different people, about the same topic, differences in experiencing can be registered. Even if a phenomenography study entails different conceptions (each respondent has an opinion, the meaning is different from one person to another and this is why conceptions differ) it is understood that the number of conceptions are limited. A saturation of data enters and becomes the researcher’s conclusion. Marton and Booth (1997, p. 114) explain that “… terms such as ‘conceptions’, ‘ways of understanding’, ‘ways of comprehending’ and ‘conceptualizations’ have been used as synonyms for ‘ways of experiencing’ they should all be interpreted in the experiential sense and not in the psychological, cognitivist (sic.) sense”. From this it follows that we can portray how the world appears to a person by the way that person talks, acts and behaves (shows a pattern of behaviour) – of course, this portray becomes more accurate if that person’s background is also known.

The nature of knowledge is fundamental in phenomenography. Knowledge is based on thinking and this thinking has a target and in this way knowledge becomes comparative to something different. Opinions or conceptions are different in character and depend on that person’s thinking, language, culture and social circumstances. Knowledge also has an origin in past meaningful individual experiences. Together these observations become guidance for actions and dealings. The aim with phenomenography then becomes to describe the ideas that the person might have in mind, the thoughts, behaviour, awareness,
cognitive approach and the person’s opinion on conception; the result is dependent on the researcher’s knowledge of the subject area. The challenge to meet is that a person can be just aware of and not very much be thinking about some of these issues. Because of this, phenomenography makes the researcher very active in reducing and condensing the descriptions of the content in the respondents’ conceptions. It is clearly understood that it is human beings who give meaning to certain phenomena in certain contexts. Therefore, the art in working with this strategy becomes to formulate a variation of conceptions in the collective awareness on specific issues.

In phenomenography the work material and data come from conversations and the researcher’s pre-comprehension. In order to find communality in the transcriptions the work-process is as follows:

- Relevant expressions are selected. The interpretation is done dependent on the context but also looking at the transcription as a whole
- A new attention to the material is done by changing the focus from the individual material to the collective material. Understandings are looked for in a holistic perspective
- The selected expressions are put in categories dependent likeness and differences
- The expressions are thereafter separated based on differences in content and meanings. This is done in order to seek variation.

In addition, non-verbal communication is observed, as well as speech-pauses and interruptions when the sample is phrasing a sentence. Such observations are incorporated into the interpretation of the transcription.

Some people suggest that little knowledge would encourage fewer presuppositions … but the more common view is that the greater the researcher’s knowledge and varied experience of the phenomenon, the better their ability to constitute a logical and meaningful structure to the outcome space. The reason for the
researcher’s pre-comprehension should be a verification of the status on this (Åkerlind, 2002, p. 11).

Therefore, the clarity of the study could be higher when the researcher is well known in the environments of the sample that he or she wishes to use for the study. An anthropologist or a sociologist might have another opinion arguing that they approach their sample with a totally innocent eye or naked eye i.e. no presumptions. I assume there is no firm statement on which argument that will give the better outcome. In phenomenography research “… neither is uniformly used” (Åkerlind, 2002, p. 14).

4.4.4 Discourse psychology
In text analysing efforts Potter and Wetherell (1987) look for the interviewee’s participation in the discourse as such: they study how the conversation is constructed and what the construction leads to (Kvale, 1997). Also here the word strategy24 is used, by me, because I do not see discourse psychology as a method but more as an approach (to me it has the same intentions as a strategy) that emphasises the constructive character of the questioning, the transcribing and the analysing. Potter also says that it is not sensible to talk about DP as a method. The noted data is neither subjective nor objective but, as Kvale says, intersubjective (ibid.).

For any person, there are many challenges in the world because vital concepts like attitudes, feelings and thoughts are carried by an individual. For instance, an attitude that a person can have to something or somebody is the result of social interaction, an outcome of many discursive prerequisites and rules of interaction.

DP is a strategy by which we can understand texts and conversations as constructions of a world oriented towards social activities. Language is considered a dynamic form of social practice (Fiske, 2004). Therefore a person’s language contributes to form the social world of that person and it includes an impact on all possible relationships. Setting language and impact together one

24 The word strategy has a military connotation but in this context it represents an action-plan used to find out if the words in a text lead to an identified theory.
finds that social activities are part of the construction of a human being's activity concept i.e. the way humans say/speak and do (see paper 2). According to above statements Potter considers the ego as a social identity but at the same time it is realised that a human identity can not be seen as an isolated autonomous representative.

In empirical studies the focus is on how identities are created and become an object in social discourses. In DP this is manifested in an interview/conversation that becomes a well thought-out strategy to survey how people place importance on various phenomena in a social context. Edwards (2004) expresses it with a simple slogan: *topicalize the problem.*

The biggest difference between DP and other qualitative strategies is a special view of the relations between language, meaning and the psychic situation of people. I understand that the two last criteria are considered to be built into language. From my previous experiences I see this as a major reason why a person's language should be studied. Naturally, via the language DP also becomes an approach to discussions on human beings’ common sense constructions of reality, mind and identity.

In conclusion, the objective of applying DP is to find an acceptable content by analysing the language.

There could be ethical problems with DP that the researcher must pay attention to. If handled properly and following the rules of ethics the strategy is of no threat or intrusion into peoples’ lives. Instead, the advantages with DP can be summarised with the nine issues below:

1) Avoids many troubling inferences (drawing conclusions on information that is already known)
2) Can be replayed – not dependent on memories and normative assumptions
3) Indexicality and sequentiality\(^{25}\) – important both for participation and analysis
4) Seeing how discourse performs social actions
5) Seeing how discourse orients to settings and institutions

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\(^{25}\) Indexical: the effect of language. Sequential: express commitment.
6) Not dominating research with researcher’s categories/assumptions
7) Practice centred rather than person centred
8) Public record for researchers and readers
9) Ethics – it is not manipulative (Potter, 2004b)

In the current study, particular attention is focused on the above issues 3), 5), 6) and 7). DP is not focusing on learning processes as such and this is why phenomenography is complementary and part of the current study. Though, DP has a bearing on institutional talk and found relevant to a study of the class room discourse and to educators’ educational concern and this was realised during the conversations.

In summary: the two cornerstones that constitute the strategy in this thesis are 1) the hermeneutic variant\textsuperscript{26} phenomenography and 2) the discursive variant discourse psychology. They have been chosen because I mean that they together form a general relevance in line with the research objective. A qualitative method is partly subjective, it can not be denied. Thinkers and texts seldom have an unambiguous interpretation (Alvesson & Sköldberg, 1994; Kvale, 1997). It is nothing new that strategies are combined (ibid.) though I have not seen these two combined in academic writing. The combination leads to reflective qualitative thinking that leads to a variety of insights. It is important to establish a problematic on what language expressions refer to and together the two strategies are narrowing the reflections. Normally there is a worry to touch anything that is beyond empiric data but with discourse analysis a free thinking is encouraged, to the extreme it is \textit{an obligatory} according to Kvale, but still within certain boundaries. All research is to some extent reflecting in nature. Reflective interpretation is a contradiction to empiric data so in order to minimise subjectivity I balance this possible threat with phenomenography besides an effort to handle the problematic of text-authority.

\textsuperscript{26} Hartman (2004) suggests the use of \textit{variants} instead of \textit{perspectives} to recognise theories and strategies (methods).
The generating of theory is further being strengthened by a study of using metaphors (see paper 2) in order to mirror, to accentuate transparency and to visualise the possibilities of language. The metaphors add to stimulation of reflection.

Despite the opinion of Kvale (1997), who recognises hermeneutics to include discourses, I recognise a difference. In hermeneutics there is a way to justify interpretations and it is done practising analytic induction while collecting data (Hartman, 2004). In discourse analysis there is a tendency to focus too much on expressions more than the meaning/significance/content (Svensson, 2009, not explicitly referring to discourse analysis). When looking for how people apprehend and perceive it will give a complementary picture and the connection of a greater whole. How people apprehend is much dependent on what language is used and used to express something and this appears to be constituted individually (ibid.). “… the specific context dependent meanings of language expressions are central in the constitution of knowledge” (Svensson, 2009, p. 275). I assume it constitutes not only knowledge but also an apprehension of the world.

The reason for choosing the two strategies is also to avoid a researcher’s besser-wisser attitude and subjective standpoint. Though, as Kvale (1997) writes: the empiric data should be recognised as an argument in a debate.

Knowledge theories are normative, in the same sense as Hartman (2004) discusses the issue, because if there are no norms the describing science will not be able to know what to study. If knowledge is not known it follows that to look for it is impossible. This declaration, to some extent, explains some normative statements made in this thesis. The statements are founded in my apprehension and as me, to a certain extent, being part of the study.

4.5 Data analysis
The conclusions stem from the categories being developed according to the strategy of phenomenography and reasoning according to discourse psychology. With few examples the following aspire to enlighten the reader on these two processes.
Phenomenography
The worked out categories form the base for the conclusions on each of the discussion topics addressed to the WMU faculty. In table 1 I illustrate with three examples of the categories found in three questions that I randomly have taken out from the articles and to illustrate the process.

Question 5:
How would you express your experience of students approaching you after lecture? What do the women talk about?
What do the men talk about?

That the students come to the professorial chair to seek clarification is sometimes a signal that professor’s message has not penetrated. With the understanding that the students are clever enough to understand I conclude that misunderstanding is an issue of language. The professors are assumed to be able to explain an upcoming exam so there must be other reasons why it does not click for the students – language constraints. In this context, an adults shyness is most likely to be a cultural phenomenon at the same time realising that everybody, independent culture, can be shy.
Table 1. Phenomenography categories

<table>
<thead>
<tr>
<th>Question 5 (Q5)</th>
<th>Question 9 (Q9)</th>
<th>Question 12 (Q12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching after class</td>
<td>Dilemmas ref. miscomm.</td>
<td>Dilemmas ref. assessment</td>
</tr>
<tr>
<td>Uncertain</td>
<td>Terminology</td>
<td>Disappoint</td>
</tr>
<tr>
<td>Clarific.</td>
<td>Meaning</td>
<td>Subjectivity</td>
</tr>
<tr>
<td>Not conf.</td>
<td>Concept</td>
<td>Remain bad</td>
</tr>
<tr>
<td>Worried</td>
<td>Language</td>
<td>Understand</td>
</tr>
<tr>
<td>Not conf.</td>
<td>Understand</td>
<td>Leave univ.</td>
</tr>
<tr>
<td>Impress</td>
<td>Blending</td>
<td>Writing</td>
</tr>
<tr>
<td>Clarific.</td>
<td>Understand</td>
<td>Understand</td>
</tr>
<tr>
<td>Grade</td>
<td>Understand</td>
<td>Who</td>
</tr>
<tr>
<td>Interested</td>
<td>Understand</td>
<td>Bias</td>
</tr>
<tr>
<td>Interested</td>
<td>No problem</td>
<td>Objectivity</td>
</tr>
<tr>
<td>Exam</td>
<td>Context</td>
<td>English</td>
</tr>
<tr>
<td>Insecure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarific.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shyness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarific.</td>
<td>Writing</td>
<td>Memorizing</td>
</tr>
<tr>
<td>Not conf.</td>
<td>Understand</td>
<td>Language</td>
</tr>
</tbody>
</table>

Q5: Clarif.=seeking clarification; Not conf.=not comfortable asking questions in public; Practical=asking about practical matters.
Q9: Blending=mixing things.

Question 9:
Identify any personal experiences addressing a multicultural class; examples of miscommunication.

The professors clearly comprehend that the students do not understand. A most possible reason is the students’ English skills. The reason could, of course, also be that the professor can not explain and then this is because of dialects, speed of talking, choice of words etc. Perhaps, the students have difficulties to grab the concept also because of lack of enough background knowledge.

Question 12:
Shortly describe your assessment dilemma with WMU students.
To be able to be non-bias is a professor’s challenge because often the professors do not wish to disappoint the student and/or his/her employee. In written as well as in oral exams the professors have difficulties in understanding what the students mean with the content of their sentences. This phenomenon apparently makes assessment difficult. The students that memorize in wrong context are another challenge to take a standpoint on when assessing.

Discourse psychology
This strategy aims at finding out what could really be behind the answers. One example of my reasoning is illustrated with question three below.

Question 3:
How would you, or do you, adjust your teaching to an auditorium with a few women? Do you expect women to need extra care?

Exemplified below is Prof. C’s answer on the question if the professor behaves different when there are a few women in class:

Prof. C:(..) I understand there is very little difference between men and women. Different religions, girls coming from Islamic backgrounds need to be met with certain respect.

This answer could tell that the question was not thought about in advance or not expected. This is indicated by the long silence before answering [(..)]. The adverb very makes the respondent take a firm decision on the statement to follow. To nominate the students girls is perhaps disparaging bearing in mind that the students’ average age is about 32. It could indicate that the respondent is not used to see women in class and it could also indicate that women perhaps are not seen as belonging to this class. Another scenario is that the female students from other countries than the respondent look younger than they are; therefore the students are identified as girls.

27 Together the dots within parenthesis is a transcription sign telling that there is a pause without measuring the length.
Further, the respondent apparently is not ready to behave differently in front of any girl but when they have an Islamic background a change might be considered. This is contradicting the firm words in the beginning of the sentence. Therefore, to generalise this particular person’s behaviour pattern become easier said than done.

This professor’s behaviour is further identified as a person who shows respect. Assumable, this respect is foremost demonstrated in the proper choice of words but of course it can also be shown in dress code, behaviour and gestures. It could also be demonstrated by having eye contact with the other person. If it refers to the latter this is from a cultural point of view not always advisable. To show respect is an attitude that comprises many criteria (indeed also certain as uttered by the sample) and by being culturally aware that an individual can adhere to respect functions that are important in a specific culture. Without being too analytical, respect can always be defined as: Do unto others as you would have them do unto you. The short pause before saying certain could also indicate a quick decision to be generic and avoid going into details.

EVERYBODY should be met with equal respect according to the UN Universal Declaration of Human Rights (UDHR), see paper 6. Today, the choice of word is politically anti-populist but perhaps a genuine feeling that could lead to lack of communication.

A comprehensive summary of the examples:
From the two strategies a common denomination of the four findings has been analysed to conclude: UNDERSTANDING. Approaching the professor after a lecture indicates, in most cases, that something is missing. The dialog between the professors and the students indicates a gap in meaning. Assessment dilemmas are mainly realised to be a challenge to understand what the students write and say. The understanding that there are no differences, or minor differences, between men and women also can be transubstantiated to lack of communication.

A significant obstacle and succinct is the belief that “Education implies teaching. Teaching implies knowledge.
Knowledge is truth. The truth is everywhere the same. Hence education should be everywhere the same” (Gutmann, 1994, p. 16); perhaps, a statement to contemplate by all educators and a logic that justify why the word truth should be avoided in contexts like those discussed in this thesis. This thesis advocates the opposite to Gutmann’s statement.

4.6 The report
From the above it is apparent that the researcher takes a central participating function in the outcome of a study. I wish to underline that what this report relates (communicates) is mainly originated from the conversations with the sample.

In addition to the actual words spoken during the conversations and utterances in general, additional remarks have been added on what was not said i.e. what has been understood by using the strategies and according to the context. Status quo is expected to be truly elucidated (though, not claiming to give a complete picture) with the application of the tools described in this chapter.

According to the Swedish Central Ethical Review Board I have adhered to common ethic considerations and that include the following significances: 1) to inform the sample of the aim of the research, 2) assure that the participation in the research is voluntary, 3) assure sample’s confidentiality and the storage of the transcriptions and 4) that the collected data only is to be used as regards research28.

The informants, at any time, had the possibility to discontinue the conversation.

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This thesis composes the piling of four papers that have been reviewed (papers 1, [2]\textsuperscript{29}, 5 and 6) and published in reputable journals (one of these papers has also been presented, paper 1) and two conference papers, papers 3 and 4, that also have been presented at international conferences/seminars. In the following paragraphs I have summarized these papers and added a few findings and comments that had to be left out due to the fact that the journals request a limited number of words in articles. The six papers, which are written by me and by me together with other researchers, are grouped in table 3 (see page 87). This collation is made in order to give the reader an assembled and overall view of the maritime challenges that are interesting to me and that comprehend this thesis. The aim is also to give the readers a better understanding and a comprehensive enlightening of the study efforts. As mentioned in chapter 1.1, all papers have a common and similar intention and that is to wake-up the shipping industry and the MET educators on issues that apparently need urgent attention.

Papers 1, 2 and 6 rely on empirical evidences from conversations with the WMU faculty. Paper 6, in addition, contains a quantitative study on the number of female teachers at a few European Union (EU) MET institutions. Paper 5 rely on empirical evidences from conversations with WMU students. Papers 3 and 4 are considered to be background papers to this thesis.

\textsuperscript{29} In manuscript.
5.1 Paper 1
Assuring quality teaching when addressing students in a diversified classroom (Horck, 2009)

This paper is a continuation of an earlier study (Horck, 2006) on how the students anticipate their studies in a multicultural maritime classroom. The result of that study is ended by saying that the situation is not problem-free.

The concurrent study aims at finding how the professors in their apprehension meet various challenges. The professors indicate that, over time, the students have changed from being practitioners to people coming almost directly from higher education and with an education not necessarily linked to shipping. This has made most professors change their contact with the students to be more of an introduction than going in depth; advanced studies. Other results from the conversations are that the students’ English makes it difficult to grasp the meaning of what is said. Also some professors are found to be resilient to change, despite the diversified student complement.

The professors’ motivation to perform is high but circumstances often make the education and also the living situations cumbersome.

From the result follows that both students and academics would benefit from attending a course in cultural awareness and a course in pedagogy. Pedagogy is suggested to be added to the students’ knowledge area because the general aim of the WMU courses is to educate managers or leaders within the shipping industry. From the discussions I also find that an educational institution that, in particular, have a multicultural student complement is benefitting from issuing an institutional policy on pedagogy.

5.2 Paper 2
Teaching styles retrospect the use of metaphors (Horck & Drakenberg, in manuscript)

In the result-report of the analysis we indicate that the professors, in general, are benefitted by attentiveness to the use of metaphors in class and this because of the fact that metaphors have a cultural affix. There are other ways to re-address a difficult phenomenon
and most professors are aware of such alternatives; both those with a seafaring experience and those who have a pure academic background.

When it comes to the making use of metaphors there is no difference between the two groups.

During the conversations some lack of self-assurance was noted. The opposite was demonstrated by one faculty respondent. During that particular conversation ambiguous utterances like: I think, perhaps, could be, maybe, and I don’t know, etc. were sparse. The answers were yes or no or a clear statement. That particular respondent has several years of leadership. Often, the survey sample, with a few exceptions, used ambiguous utterances.

We disclose that there are constraints and issues for the professors to take ad notam: the use of metaphors, group work, vocabulary, dissimulation, attention to women, student assessment, pedagogy etc. The reasons for the adherence to these and similar issues are to avoid disappointed students and assure a concerning management’s care for the wellbeing of the professors.

5.3 Paper 3

*Cultural and gender diversities affecting the ship/port interface* (Horck, 2008)

Ships’ crews, when coming to ports to do cargo handling, bunkering, provisioning, sending cruise-passengers on a tourist excursion, changing crew etc. have many different communications to pay attention to. These communications take place with different shore authorities and ought to proceed smoothly and without miscommunications. Then, a pre-requisite is that the parties can exchange views in a common language, English, because English has become the preferable shipping language. To require that the English be *lingua franca* in ports might be problematic because the constitution in some countries might prevent this.

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30 In the International Convention for the Safety of Life at Sea (SOLAS) chapter V, Regulation 14 it is written “… English shall be used on the bridge as the working language for bridge-to-bridge and bridge-to-shore safety communication …” (Safety ..., 2009, p. 252).
According to casualty statistics not always the communications between the ship and the port appear to function well. From a worldwide perspective ship crews’ English are often substandard, often not more than bare basic. It is much the same situation with port personnel and in particular the people working at the quay apron. Both in ports and onboard ships there are female employees and this diversity challenge is often not understood by people concerned. In the paper two examples illustrate and discuss the impacts of miscommunication.

The activities between the ships and the ports have become important to IMO. As a result, a Ship-Port Interface (SPI) working group has been asked to develop interface guidelines and part of these guidelines contains the communication between ships and ports\(^{31}\).

If it is recognised that many seafarers at a stage in life go ashore, a likely scenario for female seafarers giving birth, and then the ports could be an alternative place for income.

To bridge the gap between ship and shore, I believe, still is neither an activity that can be labelled perfect regarding communication nor an issue perfect from an educational point of view.

5.4 Paper 4
*The ISM Code versus the STCW Convention – MET challenges convene?* (Horck, 2007)

In this paper I argue that the MET institutions have to change their attitudes to what they are doing. Several institutions are noted to operate in a substandard mode. Or as Grey (2009b, p. 8) writes: “Because it has become clear that at every level across the industry there is a growing dissatisfaction at education and training ... devaluated to lowest common denominators produced by the need for global qualification”.

The IMO model courses\textsuperscript{32} are not frequently used and the courses quickly become outdated (Horck, 2004). In order to achieve worldwide harmony in the MET education the IMO model courses can serve as links between the STCW Convention and the MET institutions. For example, the MET institutions are urged to introduce knowledge about the ISM Code but as of today there is no formulated link between the STCW Convention and the ISM Code. A linkage is needed and the model courses are one step in that direction. Besides this, and from the experiences from WMU, I conclude that all IMO instruments should methodically be explained to the users of the various instruments. It might be a good assignment for the usually poor MET institutions worldwide to elaborate on such explanations; a short courses template. In this paper there also is an appeal to the MET institutions to introduce courses for the shipping companies’ designated persons (DP\textsuperscript{33}). The WMU course for DPs has a chapter on how to manage diversities.

From my experiences it is concluded that beside STCW related subjects and practice onboard training ships it would be a crucial improvement in crew competence if the MET introduces courses in cultural awareness and pedagogy. I believe that there is a need for an IMO model course in these respective subjects because they are complex and sensitive. If a course is not conducted correct it can do more harm than good to the individuals that participate in the course. Most probably, a greater harmonisation between IMO instruments will improve the maritime safety record and facilitate the vocation of the educators.

\textsuperscript{32} IMO model courses are assisted by contributions from various Governments. IMO has designed these courses to help on the implementation of Conventions and, further, to facilitate access to the knowledge and skills demanded by an increasingly sophisticated maritime technology. Retrieved on 3 April 2009 from http://www.imo.org/humanelement/mainframe.asp?topic_id=292.

\textsuperscript{33} The DP is a person, according to the ISM Code, with direct access to the management of the shipping company and responsible for the companies’ adherence to rules and regulations.
5.5 Paper 5

*Teaching/learning in a students’ hotchpotch* (Horck, 2009)

In this paper my aim is to convey findings from the students’ apprehensions on studying at WMU, my workplace. From the conversations and the subsequent transcriptions an analysis follows on learning challenges that a student encounters in a diversified maritime class room i.e. fellow students from many different cultures, the use of English as a teaching language, a mixture of seafarers’ and students’ holding an academic degree and a class with just a few women.

From the conversation-topics five activity areas have been identified: 1) challenges for students and teachers; 2) cooperation; 3) academic results; 4) cognition (thinking and learning environments); 5) the assessment dilemma.

The learning at a WMU multicultural setting is not problem-free. Students have many different cognitive styles and the professor needs to have a feeling in class how the audience receives the knowledge being conveyed. The students experience their learning in many different environments that can have both positive and negative influences on good learning. In order not to have a student’s cultural chock, that can hamper the learning process, I recommend the university to declare its learning conditions and express these conditions in a policy that students can read about before coming to Malmö. If the learning conditions in the new environment are too different to past experiences it might be a frightening study experience. Normally, a natural requirement is ample time for acclimatisation.

The study ends by encouraging IMO to commission a model course on cultural awareness. This assignment might be undertaken by WMU.

5.6 Paper 6

*The gender perspective in maritime education and training* (Horck, 2010)

With this paper I wish to increase the understanding of gender as diversity in the maritime industry and in the maritime class room in particular. How much tolerance exists among the faculty that meet students with other values of life and carrying different
meanings of words? Perhaps teachers need to have training and education to control propensity and realise the inappropriate in being too provocative “… to give the intercultural\textsuperscript{34} dimension the place it deserves …” (Batelaan, 1992).

In 1983, when the WMU was inaugurated, there were two female students out of 68 students enrolled. In the 2008 batch the women are represented with about 25 percent. Such figures show a dramatic recruitment development of female students in a still, to a certain extent, male-dominated industry (see also paper 3). Still the fact is that it is unusual to have women in the WMU class rooms and even more so a woman amid the faculty.

There are a number of studies that verify that girls do better in school than men. Examples of this statement are Gurian, Henley and Trueman (2001) and Valtersson (2005). A study was undertaken to verify if the WMU female students (though not girls but generally very focused women) also manage to achieve better academic grades than the men. The study resulted in an equal success in their academic endeavours. Because of various constraints and living in Diaspora a better academic female accomplishment compared to the men is hard to achieve. It is concluded that the present pedagogy perhaps not always is to the favour of women.

Another study was undertaken to see how many of the female graduates that earn their living from the MET rostrum.

About eleven percent of all MSc graduated women work on the MET rostrum. This justifies that pedagogy is introduced as a compulsory subject, at least in the MET course, if not in all courses. Add to this the anticipated number of male students working in MET and it even more justifies introducing a mandatory pedagogy subject in the curriculum. Not having pedagogy in the university curriculum is indefensible, I think.

From a distributed questionnaire to EU MET institutions it was also concluded that women gradually develop into teachers in maritime subjects. Table 2 summarises, for instance, that in 2007

\textsuperscript{34} Intercultural is often the word used by non-English speaking researchers while multicultural is a word used by English speaking European researchers (Norberg, 2000).
about eleven female teachers worked on the MET rostrum compared to about four in 1987. The table also shows that the average EU MET institution has about two female teacher in nautical and engineering subjects respectively, (in fact about 1 ½ teacher).

Table 2. The number of EU MET teachers (an average with figures rounded whole)

<table>
<thead>
<tr>
<th>Year</th>
<th>Male and female teachers</th>
<th>Female teachers</th>
<th>Engineering subjects – female teachers</th>
<th>Nautical subjects – female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>1987</td>
<td>52</td>
<td>14</td>
<td>04</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>57</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>2007</td>
<td>66</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

n = number of MET institutions that have answered

The increase of female teachers in MET is not that significant though there is a striking increase of women studying at worldwide MET institutions. It is also found that female students not necessarily look forward to see a woman on the rostrum (a statement from my WMU survey). What is more important for the women is an interesting dissemination of knowledge by a professor independent on gender. Still, I believe that the industry is looking for, and is benefitting from, a woman that can be a good model of good seamanship and good management. In order to make it possible for more females to take the MET rostrum the owners have to make cabins onboard available for them to get the proper practical knowledge.

5.7 Earlier publications (Papers 7-9)


This licentiate thesis is built on five papers that have been published in reputable journals and papers that have been accepted.
and presented at highly regarded maritime conferences. For details of paper-titles see table 3.

Usually, to understand culture is a prerequisite when ventilating personal matters. Perhaps, this is the reason why the majority of the sample, the students, does not discuss private matters. The study shows that the study environment/s can have a strong impact on students’ performance. Therefore, I conclude that an educational institution strongly must take cultural awareness skills into consideration when recruiting faculty.

Paper 8: A culturally mixed student body. The WMU experience in fostering becoming decision makers (Horck, 2002)
The MSc paper is a continuation on the Candidate paper with a wider study on how the students appreciate to study in Malmö Sweden. Interviews/conversations were conducted with 44 students in the beginning of their studies (first semester), at the end of the second semester and at the end of the fourth, the last, semester. The conversations served both to acquire a qualitative feel of the University’s culture and to get information on issues related to decision-making.

There are advantages of linking and making contrasts between the educational discourse and culturally embedded practices and in this way give insight to the nature of education and not only learning (non-pedagogic settings). Inequalities outside the class room are often based on assumptions that need to be investigated to get a picture on how students are managing; this in particular when studying in Diaspora.

In the conclusion I summarise: to study in a diversified and multicultural mixture, like the set up at WMU, is not problem free.

The Candidate paper represents a study on how the WMU students manage to reach a consensus solution to a given task. A ship related cargo accident task was given to MET students working in groups of about four students. Another more commercial oriented task (ship chartering) was given to the Shipping Management (SM) students who were working in groups of about six persons.
A part conclusion is that the female students often take the back seat in group-work and do not voice themselves until the very end of the session. Usually, they remind the men, at the end of the session, that perhaps what they have discussed is not totally correct. The men realise the value of the remarks and the discussion transforms in a different way and often ends with a modified conclusion. Most possibly, it is because of cultural reasons that the women not interfere in men’s talking. Another observation is that the seating choices around the table could look random but as the saying goes: birds of a feather fly together (culture – language - religion), i.e. students who speak the same mother tongue or have the same belief prefer to sit together. The final task conclusion was not reached by voting but from a discussion that all could agree upon. The student with best English skills, usually the group leader, also presented the groups’ consensus decision.
Table 3. Thesis papers

Meeting diversities in maritime education – a blend from World Maritime University PhD

- Teaching styles retrospect the use of metaphors
  Paper 2

- The ISM Code versus the STCW Convention – MET challenges a concern?
  Paper 4, IAMU

- The gender perspective in maritime education
  Paper 6, WMU

- A mixed crew complement. A maritime safety challenge and its impact on maritime education and training
  Paper 7, Lic.

- Getting the best from multicultural meaning

- International maritime legislation and model courses

- An analysis of decision-making processes in multicultural maritime scenarios

- Why a qualitative research strategy? A discussion on research strategies, focusing on qualitative research: a challenge for the maritime cluster

- Extracts from conversations representing a social constructionist applications on research

- A culturally mixed student body. The WMU experience in fostering becoming decision makers
  Paper 8, MSc

- Group decision-making in a multi-cultural and multi-lingual context. Application: shipping industry
  Paper 9, BSc
6 CONCLUSION

In this chapter I will draw conclusions from the empiric findings and relate these to Bronfenbrenner’s theory on the ecology of human development. As recalled from chapter 1.1 the comprehensive objectives of this thesis are to create insight and to get a holistic view on teaching and learning in a multicultural class room. A key element is various environments that the educators are exposed to in Diaspora and how these possibly have an impact on work performance.

Further, there will be a discussion on research weaknesses and examples of research topics that would complement the empiric findings in this study.

6.1 Theory versus empiric findings

Discussions on the impact of culture usually take different directions dependent on the context. In this thesis I have tried to transmit the logic from an abstract level to actual situations when a professor addresses a multicultural student body. In order to reach the practical level of reasoning I have used Bronfenbrenner’s theory on the ecology on human development. The conclusions are not based on statistical values but merely assessing outcomes from conversations with WMU professors (papers 1, 2 and 6); i.e. an emphasis on naturalistic observations. This would contribute to a social value of work in a multicultural class room.

This study focuses on how the students’ learning is dependent on constraints emanating from different environments that the professors have to embark upon. It is with this starting-point and the faculty’s apprehension of the
world that Bronfenbrenner’s theory comes at hand. Apparently it is a joint impact of many factors that influence the professors’ output when they meet the students. As a consequence of being exposed to different environments the professor, in general, may change his or her pattern of activities in class. This change could be expected to be different depending on the professor’s cultural background and/or if he or she has an academic background versus a seafaring background and/or if the professor is a woman or a man. The differences in change could also be dependent on teaching experience. In this study I conclude that there are differences in the faculty’s way of changing. Earlier studies by me (see papers 7 and 8) have also concluded, after conversations with WMU students, that the professors’ behaviour in class changes and the changes are not uniform. For some students, such inconsistent behavioural changes between the professors can have a negative impact on the students’ learning. In addition, with the many cognitive styles and the many new teaching styles it is bound to be confusing for the learners.

The current study demonstrates that cultural differences, or generally speaking diversity behaviour characteristics, sometimes make what could be called best practice in the class room ineffective.

Apparently new teaching methods (a new pedagogy) are needed and that is a conclusion also from conversations with the students (Horck, 2006). Interactive learning is shown to be recommended in multicultural teaching (intercultural - in a context of indigenous students and immigrants i.e. not an applicable expression in a WMU multi-cultural context). There could be other pedagogy measures as well but as is concluded in paper 7: teaching is not problem free in the diversified WMU class room (ibid.). At the same time, paper 1 communicates that e.g. group work (an interactive method) can be counter productive for students who are used to listen to the guru unless group work is conducted by a professor with skills in pedagogy.

Participatory design is not a new alternative to learning. It has been tested at WMU with positive signs. Though this pedagogy alternative needs to undergo further studies before it
can be proven a good learning tool in a multicultural teacher/learner setting (Bolmsten, Graham & Horck, 2008).

I conclude that the cure to such complications is a university policy on pedagogy and issues on diversity. The professors are recommended to take a course in pedagogy. Such a course should include cultural awareness, pedagogy (andragogy)\textsuperscript{35} and work-education. See also chapter 2.3.

The changes that the professors are going through and being influenced by, directly or indirectly, manifest a cognitive growth. In this study it is evident from the interpretations of the conversations that this growth also is transferred or developed into thinking in terms of a preserve. Not a positive development but natural because of the lack of policy and the lack of incentives or stimulations (carrots). The professors' position in concept of whole has become a doubt, a space without substance. Often, because of lack of information, the professors meet a number of positive and negative issues during their stay at WMU. Examples of such issues are illustrated in figure 1 and significant issues are located within circles according to Bronfenbrenner’s system. Generally, the professors manage to adjust themselves without major constraints in the micro-system although there is no set policy on how to perform in class, but the students show tolerance. Though in the class context students’ management of the English is difficult. If this individual and subjective adaption in the micro-system is to the better of the whole is an open question. Difficulties mainly appear in the meso-system. The role that the professor plays in the meso-system makes perceived interconnections difficult to handle. A major reason is that they have difficulties to control such issues as family welfare and children’s schooling. The impact from the university’s management cause worries because a sustainable protocol on handlings and procedures is inadequate and sometimes appears to be \textit{ad hoc}. The monthly

\textsuperscript{35}At the MET institution Willem Barentsz the faculty is required to take a pedagogical and didactical enhancement course. The course duration is one year and practically the course is conducted one day per week during two semesters; effectively the course duration is about 31 days plus a project dissertation (personal communication with Captain Pim Werner, \textit{Maritiem Instituut Willem Barentsz}, Terschelling The Netherlands, on 24 April 2008).
salary is a worry because of the currency exchange rates and the lack of a post-adjustment system. The faculty’s income is subject to great variations\textsuperscript{36} and so consequently the pension conditions. To find time to scholarly writing is not easy because of administrative duties. The social need to have a personal number is also out of the individual’s control and is an issue of great worries. Many of these and similar hardships can lead to an individual’s alienation that could harm the efforts of the whole (see paper 7) and performance on the rostrum in particular. Major worries have been designated to the exo-system. How is the domicile in the home country looked after? What does it mean to be a UN civil servant because there are no university guidelines on this? How can I manage without my servants could be another worry for some professors? Worries are transferred from the meso-system on social and personal numbers because it hampers general activities as banking, phoning etc. Issues listed in the macro-system drives the professors to work at WMU and to continue work on the rostrum. To meet the students coming from the entire world is very encouraging and the faculty’s children can, if lucky, be placed at good Swedish schools. Travelling with the students on field studies and visit other countries is also very satisfying. To be a UN employee carries status and is an issue positioned in the global system; a positive encounter being in Malmö. Sometimes, the issues discussed above can be found in more than one system.

During the conversations, several examples verify and strengthen Bronfenbrenner’s theory. But there have also been examples of professors’ behaviours and wordings that not quite are in line with Bronfenbrenner’s theory. It has been shown, for example, that a few professors reject any changes in their behaviour in class when the context or the environment is changed. Instead, as pointed out in Engler’s resilience system

\textsuperscript{36} The academic staff takes the salary in USD. In 1985 the average rate USD/SEK was 9.50; 1990=5.91; 2000=9.16; 2005=7.47. From 1 January 1983 to 31 December 2009 the extreme exchange rates have been 11.03 high and 5.51 low. At times this means salary (and pension set aside) reduced by 50 percent and no compensation; an obvious worry. Today, the contract length is three years for some positions and five years for other positions.
(see paper 2) some professors consider themselves the same independent who they talk to. The surrounding environment appears to be a neuter to them. The workplace seems to have become a never-never land (a utopia) and controversies are avoided and it results in general silence. The professors neglect the possibility to dissimulate. This attitude and behaviour is sadly transformed also to activities outside the classroom e.g., faculty meetings (my observations).

Other professors adapt in their contact with the students. Before entering class the professor prepare for an MSc level discussion but after some time in class reduces the planned discussion activity to lecturing on basic issues (see paper 1). This change is reflected in the possible metaphors being used to further explain matters of difficulty. Without having a background of pedagogy the professors perhaps do not realise that metaphors are linked to culture. The educational result can lead to a student’s misconception of what is being talked about. An effort to assimilate is shown when some of the professors admit that they prefer to address the students on issues that not follow the curriculum but more contain knowledge on what the students like to hear or that is in level with the students’ susceptibility.

The more a student is dependent on home culture and the more he or she is the only person present from the same culture the bigger the consequence of unforeseen changes. The conclusion of this is that an adjustment to the environmental conditions should not be sudden and *ad hoc* but should be carefully thought about; the earlier the better. Learning from mistakes or from lack of proper information on what is expected is counter-productive and a waste of time. I believe that the cure to such constraints is an educational programme of longer duration compared to classes conducted in a culturally homogeneous; less diversified. If there is no or a too short acculturation period the students will suffer and the professors will be unhappy until acculturation is reached. This phenomenon verifies that the cognitive material that a professor uses is a function of that person’s exposure to the interaction with the environment. It is “… a construction of reality rather
than a more representation of it” (Bronfenbrenner, 1979, p. 12).

The above gives me the reason to recommend that a first solution-attempt is to raise people’s awareness. This is the aim for diversity-training initiatives. Another good step forward would be to tell people to be more objective and less normative. Often people have a tendency not to be able to separate between professional issues and personal issues. A manager’s subjectivity is like a stick in the wheel of university staff having talents wishing to wheel on. And I have observed that it must be considered important to avoid subjectivity, preferably put to zero. Likewise I believe that a bragging approach is not to the benefit of the whole. “Blessed are the meek ...” (from Matthew 5:5). Further, an egoistic viewpoint is normally difficult to defend in a multicultural context. Egocentric thinking often leads to misunderstandings. If it is the professor that is being egoistic the guru’s holistic view on things easily can be corrupted37.

Environmental forces as identified and described in papers 1 and 2 shape the development of the professor and as a consequence also the development of the students. In order not to hinder any development and to prolong the dual student/professor misunderstandings on what is academically expected the professors would benefit from knowledge in multicultural management (see paper 5).

The presence of women in class apparently is another diversity that a few professors not deem to pay extra attention to. In paper 2 this is verified with a few quotations. To be a bit drastic this attitude could indicate a level of disrespect or lack of empathy. In papers 1, 2, 3 and 6 it is concluded that women’s different qualities are beneficial to shipping. In papers 3 and 6 I urge for women’s and men’s equal rights as students and professors in MET and as ratings and officers onboard ships. Men and women are different but equal.

37 In many cultures the professor is objected as a guru, a person that has a capacity to transit knowledge. In dogmatic schools the professor’s mission is recognised as passing on a message (doctrine, principles) once formulated by a maestro, a guru (Bohlin, 2009).
From the study, as reported in paper 6, it is found to be very few former WMU female students working as professors in MET. Most of them are working as lecturers and instructors or have work outside the sphere of MET. The conclusion is that the MET course would benefit from marketing job positions with an indication that women are wanted. The reason for this is the increased number of female students in worldwide MET. WMU female students do not see this as an argument of importance to have female professors addressing them. Despite this I conclude that it is good to consider a higher, than today, female representation at the faculty of worldwide MET institutions.

Casualty reports in shipping have shown that seafarers’ English skills often are not more than bare basic (see papers 1, 3 and 5) and that the English is equally weak in ports. Accidents in ports, often associated to loading and unloading ships, are time and again caused by misunderstandings between ports’ officials and ships’ officers. In paper 3 it is concluded that the English programme has to be more advanced in MET and as well transferred to dock workers (stevedores, longshoremen, wharfies). This is an issue also discussed in paper 4 where the Designated Person (DP) must assign time to assure that the crew has necessary English skills to bridge the gaps between the ship and shore. The conclusion is that the ISM Code also should incorporate a culture awareness course not only for DPs but also for surveyors, inspectors and ships’ crew in general.

6.2 Research weaknesses
Reliability and validity in inductive studies are expressed in terms of quality, transparency and credibility. Other dimensions are trustworthiness, professional integrity, intellectual rigor, objectivity, fairness etc. and it means that the researcher alone bears responsibility for deciding in what manner scientific truth can be discovered. At the same time it should be realised that value-free interpretive research is impossible; some grade of subjectivity is inevitable. In order to minimise such impacts a co-researcher is used. In this study it has been my supervisor.

To allow the sample instead to associate to different key expressions, perhaps a more spontaneous response will be the
outcome. Through free association the respondents’ latent production of words, thoughts, pictures and ideas will come forward. Normally these will be suppressed during a conversation (Chaib, 1996). This statement might give additional insights to the objective of this study.

I have been, and still am, inside the circle of the activities that have been studied and perhaps this adds to the study credibility with the opinion that distance from the research target not always guarantee a higher grade of objectivity. The findings are not aspiring to tell the truth but rather to be seen as a perspective of reality. If the word truth is used it should describe something subjective and therefore avoided.

In this study it has been seen as relevant to apply Bronfenbrenner’s theory, which originally is presented as applicable on children being in a developing stadium in life. His theory is here seen as pertinent also for grownup students and professors. The reason for this is an assumption that all human beings are learning and developing at any stage in life. My previous studies and concurrent study have shown that his theory works in the context of WMU learning and teaching.

Bronfenbrenner concludes in his micro-system that an educational institution is an uncertain environment. I have made it an assumption that it is a relevant statement also for WMU. With uncertain I mean that a person coming to study or work in Diaspora naturally will feel lost and for some individuals this feeling can persist for a long time. The remedy to this negative factor is communication between the stakeholders at the workplace. This remedy has its limits because “... what happens when two people with very different discourse norms try to communicate with each other?” (Fox, 2009, p. 54); it is not really subject for universal interpretation. What is meant in a conversation by means of certain sentences uttered can not, with reference to Fox, easily be interpreted in normative terms. There are cultural ways of speaking (Cortazzi & Jin, 2009) and such culture-barriers can hamper communication. Most probably, with a university official document on practicalities both inside and outside the university, doubts and worries will minimise and the feelings of being lost will become less. Almost all persons in the sample...
have gone thru this feeling of not knowing what protocol to follow at WMU (a UN identity) and living in Sweden. The constraints are manifold.

Bronfenbrenner also draws the conclusion that the educators seldom are interested in the wellbeing of the students after study hours. A conclusion being drawn also in this study with reservations on what it really meant to be taking an interest. It can be expressed in different ways dependent on culture. On board a ship the officers normally do not socialise with the ratings. The same goes between professors and students and I believe it is recommended because of the need for the professors to maintain a non-bias attitude and culture aspects.

The need for faculty to communicate is also emphasised in the explanation of his theory. The conclusion that the faculty does not interact is based both by wordings during the conversations but also by the sporadic frequency (if ever) that faculty and other staff meet during coffee breaks etc. Perhaps on the golf course there is an academic exchange but that is not discovered in this study. In summary it is concluded that the lack of communication is not more than bare individual sudden encounters.

A weakness is recognised in the possibility that the female students perhaps are inclined to answer a question or participate in discussions in a manner they think is expected from them. This manner could be culturally affected and therefore not reflecting their genuine belief.

The WMU professors form their own pedagogy. Despite a past freedom for the faculty to participate at conferences and seminars, pedagogy has never been on the academic agenda. This also Cristensen (2007, p. 62, my translation) states in the sentence “… the more the faculty has contacts outside own institution the more interest the faculty has to discuss pedagogical development work”. Assuming that Christensen is correct then a possible reason for the lack of discussions on pedagogy could be that the faculty has not the prerequisites and knowledge for discussions on pedagogy.

Another weakness or inadequacy that could make this study incomplete is that the various environments, as discussed,
could be anticipated in a wider perspective. This is so because it is not only the near environment that has an impact on the individual but also past environments. Past environments have not been subject for studies in this research. It would require a deeper conversation with the professors. Neither has potential different subcultures been subject for the research.

Regarding the selection of the sample the number of professors addressing WMU students is limited to professors working at WMU during the autumn of 2008. If the study was extended with more external visiting professors it would probably not change the observations or the conclusions but perhaps it would give the study more relevance.

The study and the analysis are based on conversations with WMU permanent and a few visiting professors. Two persons from the permanent faculty did not participate in the conversations on the arguments: too much work - no time, and one was not interested. The outcome probably would not alter the conclusions but perhaps give additional views on context matters. The impact that this could have, falls back on the analysis of metaphors and the study on meanings and impressions by the professors.

The analysis in the different studies is built on Western philosophies. The samples in this study are from both Western and non-Western cultures. The student-sample almost to 100 percent are non-Western and the faculty-sample register 56 percent from Europe and North America and 31 percent from Asia. This could have an impact on understandings and interpreting meaning when also adding that the majority of the sample, as well as the students, do not have English as their mother-tongue. Possible misunderstandings, caused by the fact that the samples do not express themselves in their first language, would hamper true transparency. This drawback is minimised by the fact that I have in extensive time experienced working with people from other cultures; see the researcher’s/author’s pre-comprehension in chapter 1.2. To compare my analysis with a generalised reality is impossible because reality is constructed through our (my) interpretation of it (Uljens, 1989, my parenthesis). In any study on culture or
ethnicity there are chances to have misinterpretations from the reader.

The analysing process of the transcripts has followed accepted practises. Though, one weakness could be that if the sample was larger, then a better thrust in the conclusions would follow.

From my literature review and also from this research one could reflect on the question: How is it possible to do research on culture without being negative; without having an ignorant attitude? I have the impression that culture and cultural issues often have a connotation, an undertone, which mirror constraints. It meets the general human phenomenon to be afraid of diversity. In this thesis I have tried to avoid any wording of its like. It could therefore be a weakness if still a reader finds expressions provoking and if so then that is entirely my mistake.

6.3 Further research
How does the professor cognate the students? Some professors have expressed a problem to understand the students; understand not only in the sense of language but also in the sense of meaning. This problematic deserves a study.

A study on how MET institutions have prepared themselves to lecture awareness on cultural and diversity differences would be interesting. I have tried, but the MET institutions gave the impression to be a bit reluctant to tell what they are doing and how much time they devote on the subject. The subject usually is handled under another subject and that probably is why some identification challenges are noted. The world shipping might be helped by having a more transparent attitude to an issue that very much concerns safety at sea.

Regarding WMU and its activities my studies have primarily focused on the MET course. Another and similar study adopting an angle of a wider perspective, looking into the relevance of other courses as well, is of interest.

Regarding the issues of women in shipping, it is interesting to study how many WMU female students that have participated in working groups set up by their employees to discuss and thereafter issue declarations on women equality etc.
The shipping industry and a widespread maritime research community are becoming more and more interested in research into the pros and cons of multicultural crews (Pyne & Koestner, 2005). Hopefully more studies will take place and not only from a Western angle of view.
7 DISCUSSION

The various studies in this thesis have concluded that worldwide MET soonest should introduce courses in cultural awareness and pedagogy and cultural sensitivity training as separate subjects in the MET curricula. IMO should support the inclusion of these courses in the STCW Convention. In order to help the MET teachers to conduct these courses a model course should be written on cultural awareness and pedagogy. It is crucial because diversity issues emerge in many different maritime contexts. The owners are getting aware of the benefits of training but there is lack of guidance and suggestions on how such training and education could be effectively conducted. Recently, the WMU tailor-made a course together with VIDEOTEL aiming at the Designated Person according to the International Ship Management Code (ISM Code). Partly the course contains a one day syllabus on cultural awareness.

The following is my reflections, based on the conversations with the WMU faculty, recognizing me being part of the research/study, i.e. conclusions that not necessarily are directly based on empirical reasoning.

Since long time, it has been understood, and been a good practice, not to allow top managers to sit in the managerial chair too long. It was already concluded by Simon Bolivar in his famous speech in Angostura\textsuperscript{38} (today Ciudad Bolivar): There is nothing more dangerous than to have one and the same citizen holding the power during a longer time. Today, this slogan has

\textsuperscript{38} February 15, 1819.
been taken up by the Venezuelan opposition party and could very well be introduced in many other contexts. At a professors’ meeting in the very beginning of the operations of WMU the Rector\textsuperscript{39} proposed that the university needed an academic Dean (Vice-Rector, Vice-President (Academic)). The faculty decided that this position should be on a rotational basis among the course professors. This has never been the case, for good and for bad. The clever words of Simon Bolivar did not penetrate.

A modern manager is expected to have skills like: to be able to think laterally, to have good analytical skills, be a good and effective communicator and be able to socialize. To be multi-skilled and be able to manage lots of projects and priorities and also to be able to organise own work are indispensable talents required of a manager. A leader talking about his actions as decisions is not a modern manager. The environments around the leader (in this context the Rector/President) and the management team have a great impact on faculty’s wellbeing and performance. Perhaps, this influence has a much bigger potency than normally realised. Still, people also in the Western world have respect for leaders but it is not necessarily demonstrated for others to see. Formal environments as described in Bronfenbrenner’s theory on human ecology (Bronfenbrenner, 1979); more precisely his exo-system (see paper 2) exemplifies the above. The days of Captain Ahab’s\textsuperscript{40} management principles are at most endeavours (at least in the Western hemisphere) since long abolished ashore and to some extent also onboard ships.

For reasons of expedience, to be a chauvinist in the meaning to possess an aggressive promotion of one’s own ideas is not recommended in modern management. With some vacillation I could add that in a multicultural setting, sometimes (perhaps yet often), the situation requires a firm leader. A great leader and a good example but not being able to manage a diversity that wish to express a variety of opinions, e.g. at a

\textsuperscript{39}At the start of WMU the University’s leader was by the title Rector and in the end of 2002 the title became President.

\textsuperscript{40}Captain Ahab is the tyrannical captain in Herman Melville’s classic novel \textit{Moby-Dick}.
multicultural academic council, without doubt can take the organisation to decisions not benefitting the whole. Though, a free voice of opinions requires a disciplined meeting structure; not *ad hoc*. Managers that by fiat impose solutions to the company’s challenges are to nobody’s real favour and not the order of today. People being involved must feel participation rather than merely put upon, otherwise alienation and silence most likely will be the outcome.

Likewise, to send mendacious memos or expressions could totally undermine a workplace. It is elementary in modern management and becomes extra sensitive in a multicultural context. Pasquinades (a piece of writing that ridicules a person and that is posted in a public place) and lampoons⁴¹ (a criticizing of a person using humorous means) are literary devises used to attack another person. To harangue one’s colleagues indicates a low anticipation of the human being. Fortunately within the academic sphere of WMU this practice has recently not been really noted. This issue has been mentioned here because to run management in a multicultural setting such behaviour certainly is detrimental.

MET educators can not continue to sit in their university ivory towers and continue to educate becoming Captains and Engineers on obsolete practises. At many MET institutions worldwide the teachers have a high average age and this, in many situations, does not lead to an easy adaptation to an industry that is technically developing very fast. Because of the high technology in the shipping industry the vocational training is an important aspect of MET. Naturally safety training is given a major role in the education of OOWs (see papers 3 and 4). Theoretical studies, with all respect, but not at the cost of less training on how to do. In order to teach such skills and knowledge the MET institutions need good professors and instructors preferably holding a valid certificate of competency (COC) in their respective seafaring professions. With a regular update of their professional background their work-knowledge

⁴¹ The *Harvard Lampoon* is an undergraduate humour-publication, at Harvard University, Massachusetts.
become fundamental when fostering understanding and implanting a safety culture onto the students. WMU could, according to my opinion, be an excellent platform to educate this people and be part of giving becoming and present (re-training) professors these capacities. Today, this is not a major task in the WMU MET course that has a curriculum that focus on commercial and managerial subjects more than a teacher’s practical and theoretical performance on the rostrum.

There are faculties, for instance at Lund University, that try to finance on-the-job training (OJT) for the students. This university has realised the value of such training. In 1984 WMU introduced OJT and the last year that the students had OJT as part of the programme was in 1995. In the beginning the training lasted for 16 weeks and the duration was gradually reduced to three weeks. The main reason for doing away with OJT was university staff workload, costs and lack of feedback from the hosts. The latter is understood, because how much can be expected from hosts that receive students during a substantial time and in addition free of charge.

It is my firm belief that becoming MET professors should be given and possess more knowledge on subjects that they are planned to teach. To have an understanding and an attitude of ship safety and care for the environment stem from and is fertilised from appropriate lectures within the four walls of MET. These subjects are fundamental and very important both for onboard crews and shore personnel. Often seafarers, sooner or later, will drop anchor ashore and find another occupation, for instance at the owner’s office, in a port or in a class room. As noted in this thesis, WMU graduates are often asked to lecture or present at their national MET institutions or in other shipping-forums. Therefore, pedagogy and oratorical skills are important to becoming teachers but also useful skills to be obtained by becoming managers. It is therefore recommended that the WMU introduces pedagogy in all courses. Not only teachers should benefit from pedagogy knowledge but also surveyors, inspectors and managers in general. According to my opinion, the WMU MET curriculum should be changed and instead focus on helping becoming and active MET teachers to be better teachers. In order to elevate and improve the
knowledge- and skill-outcome the MET teachers need more in-depth knowledge in subjects that they will teach. A teacher should have substantially more knowledge than required by the students that he or she addresses in class. This conclusion is made because of the many students from WMU specialisations that work in MET.

In a multicultural class room setting it is important to use a spread of assessment alternatives to give students with different abilities the possibilities to excel. Obtained knowledge cannot be measured with only one method (see papers 1 and 5) and this, in particular, when the student complement is diverse.

When working in a multicultural setting it becomes important that people meet each other. If they do not voluntarily do, for some reasons, it should be the management’s role to arrange colloquies (small informal meetings/conversations) to promote dialogue. All companies would do much better were there more colloquies between management and employees. In papers 1 and 5 it has been noted that also chatting is equally important among professors as among students and between professors and students. Field studies open an excellent opportunity to chat and to learn each other to know and this to a deeper level of showing care and empathy than just \textit{how are you}. Verbal exchange becomes particularly important between stakeholders aiming for a common goal. Dialogues between humans are vital at universities (and academies) holding culturally mixed students and faculty and universities with research on the agenda and onboard ships with culturally mixed crews. All in the same way as communication is imperative in the link between the owner’s head quarter and the operation of the ship/s (see paper 4).

An excessive use of internal e-mails is a barrier to good communications especially at a small educational institution with university status. I believe that the use of e-mails was aiming at smarter communication, but it has not always been the result. Instead it has taken away a culture of responsiveness; a paradox. People take the opportunities to create their own rules by responding or not responding to phone calls, SMS etc. The e-mail culture has become an interaction killer. The WMU students prefer to send e-mails to each other instead of going to
the next door at the hostel and visit the person to contact. I suggest that the WMU management takes on the responsibility to get involved in such impersonal practice.

Similar to the WMU students’ environments there are WMU professors’ specific environments. Both categories are based in Malmö working in Diaspora. The environments that they encounter can have both positive and negative impacts on their performances. Before taking up an assignment abroad anticipated environments should be portrayed to the newcomers in order to minimise possible worries. This would make students and professors able to better concentrate on studies and work at the university. In figure 1, in the head of a professor - present environments, I illustrate environments that could have an impact, and perhaps cause worries, on a professor’s performance. Similarly, in appendix 2, in the head of a student, I illustrate issues that could take the student away from full concentration on his or her studies (Horck, 2006).

Regarding the situation of the professors, one very important retention factor is the students. To encounter such motivated students as the ones coming to WMU is in itself a high pleasure impact and a major reason why faculty continue to work at WMU. Though, the WMU professors are very motivated, like the WMU students, they see a frustration not being able to fully execute their passion; i.e. it sometimes becomes a frustration followed by loath.

A policy on behaviour will decrease peoples’ tendency to assess another person from e.g. outside looks and such temptations can be reduced by having a company policy on behaviour and gender perspectives. At WMU there is no such policy but perhaps a good idea to introduce and this with the strong argument that many different cultures and a few women are represented and hence various subjective interpretations

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42 This is already a system introduced for diplomats and business managers that are going to be stationed abroad. Logically it should also be something for students studying abroad as well as for seafarers meeting different cultures. It is too cumbersome and expensive to learn the hard way.
could disturb staff/stud/stud and staff/staff cohesions.

Perhaps, the faculty should also be involved in helping the students to adapt in their new living environment. This is perhaps easy to say when realising that the professors have barely enough time to prepare for class, little time to concentrate on students’ learning preferences and no opportunity to guide the students on how to learn in alternative ways. The reasons for not being able to focus on these issues are administrative work and a push to produce academic writings. I believe that it is good for students to seek the knowledge themselves and with the professor as a guide. This, of course, requires time. Therefore, to operate an educational institution, having a culturally mixed student body and located in a country where the mother language is not English, more study-time should be allocated than in an institution where the faculty and the students have same mother language and the institution is not located in Diaspora (see papers 1, 2, 5 and 6).
Figure 1. In the head of a professor – present environments.

Bronfenbrenner’s ecological system
A = Micro system
B = Meso system
C = Exo system
D = Macro system

Other definitions
Drakenberg’s system
E = Global system or x-macro
Engler’s system
:: = Resilient system

Mainly from paper 2
A – adjusting without major constraints
B – difficult to handle; alienation
C – worries
D – driving the professors to work
E – both positive and negative impacts

Resilient professors – this behaviour might figure within all environments and is mainly discussed in the class context in this thesis; the micro system
The students should be academically busy 25 (sic.) hours a day. The students’ assignments and group works should be of the character that the students have to cooperate in order to get a feeling for the multicultural aspects of the industry. Shipping is multicultural through its globalisation; it is fundamentally worldwide operational.

The WMU Faculty Manual (Ma, 2004) is a unique document covering many good points but it is not addressing the multicultural situation. With many cultures present, in the same premises and at the same time, the multiculturalism is unique at WMU.

Regarding the concept of encountering students from the rostrum I suggest that a professor starts addressing the students slowly to give them a chance to build self-confidence.

At WMU there is no requirement of students’ presence during class hours or to take active part in class. This makes it important for the faculty to discuss different methods to obtain knowledge also bearing in mind the many different cognitive styles that are represented at WMU. Therefore, a formally decided policy on pedagogy should be included in the WMU objectives in order to give the students time to reflect on what study progression they will encounter at WMU. With such a policy, together with other policies, potential students can be aware of procedures etc. in good time before coming to Malmö. For example, it must be clear to the students that to imitate (to copy) a professor’s wordings in an exam is not the method to get good marks, not even to pass. The copying practice perhaps is a students’ behaviour influenced by the professors? Perhaps, for professors who agree with my policy, the copying practice could act as a deterrent to work at WMU. Copying is an evidence of an un-interactive learning style. Instead, the aim is (and it is but not always practised) to develop students’ skill to solve problems and discuss alternatives - not to memorize facts through a location of information. At a Masters level of education the aim should be to be able to argue on a taken standpoint. The key issue is not to proof right or wrong but to be able to defend an opinion and to make expressed opinion trustworthy and verifiable. An assessment aim is to verify if the students have learnt to think and not an ability to recall
information. Another example is group work; perhaps, a teaching method that students and professors never have experienced.

The professors are in class to intervene in the students’ constructive thinking and deepen the students’ understanding. Normally students need help to develop intellectual skills and powers of reasoning. The professor guides the students to find intellectual tools that are needed to process academic content and reason analytically. The above type of thinking is all in line with what the sample wishes to accomplish in class but because of students’ lack of elementary maritime knowledge the professors first have to talk basics and then time quickly runs out for deeper analysis.

The marking of exams and assignments is inflated (see paper 1). Bearing in mind the nature of testing skills and intellectual capacity, perhaps, the practised grading system should be abolished and instead commence the use of grades like: very good, good and fail. Such a system gives more room for collaboration and unison learning. The management should give the students a chance and possibility to take advantage of the diversity, the multicultural mixture, which makes WMU unique.

Many WMU students have no study practice since several years or no experience of higher studies. An example of the latter is the former seafarers. Therefore, a well elaborated study guide, given to the students upon arriving Malmö, serves a good purpose. The already existing study skills programme, conducted during the intensive English language programme and attended by less than half of the student yearly intake, needs further development in order to put students on a study-knowing level playing field. Students need to get an understanding on what it means to study/read critically. To study in a Western style (assuming this is the WMU policy) also is a new experience for most students, but also for some professors. This skill requires a guidance to manage.

Language is very much linked to culture and this is manifested at the International Maritime English Conference (IMEC). An important issue that often is reflected in conference papers is the idea of twinning technical skills with language.
This means that the teachers in technical subjects learn English in order to be able to teach in English with their technical background. An alternative is to have the English teachers to learn ship-terminologies. WMU has successfully accomplished this in the ESSP for students being on the borderline of English skills to be eligible to the MSc programme.

My experiences and observations conclude that the recently considered 14 months study period, for obtaining an MSc in Maritime Affairs, is much too short. Students need time to get acquainted with the new surroundings and environments and again be familiarised to academic studies.

In Singapore, the Nanyang University has introduced both Master of Science (MSc) and Master of Business Administration (MBA) programmes aiming at an improvement of the students' business skills. These programmes are of 18 months duration and hold a multicultural student complement. At the inauguration of WMU the study-period was 21 months. In some countries a 14 months MSc programme would be difficult to recognize; it would be considered a longer course instead of a programme.

The eligible stand for study-admittance to WMU studies should be a BSc in subjects closely linked to shipping activities. As of today the admittance is too subject wide. To graduate with an MSc in Maritime Affairs with previous studies being extremely a BSc in chemistry or literature badly rhymes. To straighten this dilemma the WMU could offer a BSc in maritime subjects. With this maritime platform of knowledge the students could advance into higher maritime studies and the professors would not have to use their advanced knowledge on elementary discussions with the students – about 60 percent of time in class is on basic knowledge (see paper 1). Possibly IMO has a wish that the subjects taught at WMU have an impact on efficient shipping with the pretext of safety, security and environment protection. My experience tells that subjects that are unique for people working in the shipping world, and not taught elsewhere, should be core subjects at WMU. With a fundamental tight link to IMO the pre-conditions are obvious. A better care of working partners and industry as such would also set the university to its right perspective. It can not be
denied that WMU is a fantastic concept; an outstanding objective to achieve efficient shipping. The educational idea is not experienced elsewhere within the spheres of education, and shipping. WMU is an IMO concept and could very well be an example to other UN agencies and other professions.

Certainly, with awareness it will be easier for people to match and to accept the variety of human diversities when own behaviour is different to the colleagues. Awareness can either be reached by attending courses or through an experience of trial and error. To learn through mistakes is not wrong as long as the learning process does not get exaggerated and, of course, as long as the activity and people in the same environment are not damaged or hurt. I am convinced that psychological damages to humans can cost a lot of money and it is one of the worst offences that a human being can do to another human being. To learn the hard way can also be very costly. Under any condition it is crucial that people talk to each other and talk with empathy.

The unspoken dialogue between two people can never be put right by anything they say.
Dag Hammarsköld, UN former Secretary General

To be culturally aware means to realize the many variations that composes the content of a specific culture. In order to be aware of the other, it is important to be aware of self and one's own culture. When interacting with people from different cultures, the human being interprets the other’s action through own cultural standards and integrating an enclosure of emotions. With this follows a possibility of misunderstandings. Such misunderstandings can be avoided by recognizing cultural differences as for example: communication styles, power structures, religious beliefs and attitudes towards work and time. The people who might have another opinion on human differences might say that with a deeper understanding of humans follows the realisation that the differences become less significant. I agree, but in the discussions in this thesis I am not going into depth of relations between people. Most probably,
common sense is the same independent gender but culturally there are differences that are deep rooted. To overcome such possible barriers, so far, education is the only solution. Cultural awareness would be a supplementary expertise good to all.

The gist of this research, and the papers that have been written by me, is to highly recommend that the gender perspective, cultural awareness and pedagogy are three subjects that should be introduced at WMU and in MET. Both professors and students should attend courses discussing the three topics. Some MET institutions have, on a voluntary basis, already started a modest attempt to include cultural awareness courses in the curriculum but IMO needs to formulate it as an STCW mandatory requirement. Managers and leaders operating on a global arena also need to understand each other and reduce multilingual curses.

According to the STCW Convention professors at national MET institutions shall have knowledge of pedagogy or rather to understand didactics. Logically, it is expected to be a requirement also for the WMU faculty; not only pedagogy but didactic knowledge in general – what, why, how and to whom needs to be discussed in class. Also cognitive knowledge should be passed on to the professors in order for them to understand how humans adapt and revise knowledge.

If WMU, in the curricula for becoming MET teachers, include cultural awareness and pedagogy (andragogy) the students will return to their MET institutions with valuable didactic knowledge that would be an asset in their teaching. Safety related subjects would be taught in a professional way making the students, becoming seafarers, better aware of the importance of having the right attitude and aptitude to safety, pollution prevention and security. This is how to understand the sentence in chapter 1, objective, “… contribute to safer shipping”. Undoubtedly, worldwide MET teachers that see

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43 By 2015, the faculty at Lund University will have to attend a ten week course on university pedagogy. Retrieved from http://www5.lu.se/anstaellid/forskning-undervisning/hogskolepedagogisk-utbildning.
themselves as adequate would favour the maritime world and from this perhaps the industry will have the heroes that are sought for in the *Year of the Seafarer* 2010.

### 7.1 Epilogue
What history is all about depends on who tells the story. A story by itself is meaningless; such a story does not exist. Not until the story is told it exists and it is not until then that conclusions can be drawn. This is what has been done in this thesis.

A wake-up call usually is not just one single call, one ring. To wake-up someone it usually takes more than one call to be on the safe side. The papers that have been subject for discussion in this thesis are labelled wake-up calls to an industry that is facing challenges that not are fully mastered. The papers all plead for an IMO model course in pedagogy and cultural awareness and that MET institutions worldwide on their own initiative and proactive policy start to devote time to such courses. There is no time and no money to have ships crew learn to work and cooperate with many different cultures and behaviours by learning the hard way. Cultural awareness and diversity understandings *must be taught*. I suggest that it would be advisable that the owners and the MET institutions, on a voluntary basis, request and introduce soft subjects in the MET curriculum. It has become a matter of urgency. An investment in the human being will certainly give a good return on investment and increase safety at sea.

In addition, at institutions where higher education is delivered an understanding between cultures accomplish a special form of critical and self-critical thinking.

In the name of international shipping it has become important to anchor the need for awareness of multiculturalism and to start to overcome possible obstacles already in the multicultural class room. Therefore these wake-ups go to WMU that have a mandate to be a forerunner (the apex IMO university) in passing on relevant issues in the shipping industry.

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44 The Council of the International Maritime Organization (IMO) agreed that the theme for World Maritime Day 2010 will be: *Year of the Seafarer*. 

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Both professors and students with this thesis get a wake-up in order to perform even better.
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ACRONYMES AND OTHER EXPLANATIONS

AGA
Annual General Assembly.

BER
Bulletin of Education and Research; a peer reviewed international journal.

BIMCO
The Baltic and International Maritime Council, is an independent international shipping association, with a membership composed of ship owners, managers, brokers, agents and many other stakeholders with vested interests in the shipping industry. The association acts on behalf of its global membership to promote higher standards and greater harmony in regulatory matters. It is a catalyst for the development and promotion of fair and equitable international shipping policy. BIMCO holds observer status with a number of United Nations organs.

BoG
Board of Governors.

Charter
A charter is the grant of authority or rights, stating that the granter formally recognizes the prerogative of the recipient to exercise the rights specified; terms of reference.

Preamble: In recognition of the vital need to constitute an international centre of excellence for advanced maritime training, capable of responding to compelling requirements – particularly in the developing countries – for highly qualified persons in maritime transport a World Maritime University has been founded in accordance with the present Charter (my underlining).

Classification Society
A classification society is a non-governmental organization in the shipping industry, often referred to as 'Class'. It establishes and maintains standards for the construction and classification of ships and offshore structures; supervises that construction is according to these standards; and carries out regular surveys of ships in service to ensure the compliance with these standards. Retrieved on 1 June 2009 from: http://en.wikipedia.org/wiki/Classification_society.

DA
Discourse analysis is a general term for a number of approaches (or variables) to analyzing written, spoken or signed language use.

DP
Discourse Psychology is a form of discourse analysis that focuses on psychological themes. It was developed in the 1990s by Jonathan Potter and Derek Edwards. Retrieved on 1 August 2009 from http://en.wikipedia.org/wiki/Discursive_psychology.

DP
Designated Person according to the ISM Code. The WMU has developed a course for the DP.
EDP
Executive Development Course. See also PDC.

ELE
Elective subject. See also WMU.

ESSP
The English and Study Skills Programme equips the WMU students with the academic skills in the maritime context necessary to follow a postgraduate programme successfully. The ESSP currently lasts for 13 weeks before the start of the standard MSc degree programme.

GPA
In education, a grade (or mark) is a teacher's standardized evaluation of a student's work. In some countries, evaluations can be expressed quantifiable, and calculated into a numeric grade point average (GPA), which is used as a metric by employers and others to assess and compare students. A cumulative grade point average (CGPA) is the mean GPA from all terms, whereas GPA may only refer to a single term. Retrieved on 1 May 2009 from: http://en.wikipedia.org/wiki/GPA.

IAMU
The International Association of Maritime Universities, sharing recognition of significance of maritime education and training in the rapid globalization of the international shipping arena. Its membership is 50 institutions of the world's maritime education and training universities/faculties, and The Nippon Foundation.

ICET
The International Council on Education for Teaching is an international association of policy and decision-makers in education, government and business dedicated to global development through education. ICET was founded in 1953. It is a Non-Governmental Organization (NGO) and participates in NGO meetings and other UNESCO-sponsored conferences around the world.
IMO-IMSSEA
The International Maritime Safety Security Environment Academy is located in Genoa Italy. The Italian Government has identified I.M.S.S.E.A. as the appropriate instrument to provide advanced education, training and technical advice in furtherance of the objectives and goals of the International Maritime Organization under the framework of the Bilateral Agreement.

IMLA
The International Maritime Lecturers’ Association came into being in 1977. Its aim is to promote contact and cooperation between maritime lecturers of all disciplines and to develop a body of professional expertise.

IMLA-IMEC
The International Maritime English Conference was established in 1981 and is a no-border forum: a round table for discussions on sea-related communication problems concerning a universally accepted language, that of Maritime English. IMEC provides a global forum for teachers and all other parties interested in Maritime English learning and teaching.

IMO
The International Maritime Organization is a United Nations specialised agency responsible for improving maritime safety and preventing pollution from ships. The agency is also committed to technical cooperation. IMO was established in 1948. The IMO headquarter is today located at Albert Embankment in London.

INMARSAT Ltd.
is the world’s leading provider of global mobile satellite communications. It ensures that ships could stay in constant touch by telephone. In 1999, it became the first intergovernmental organization to transform into a private company and, in 2005, was floated on the London Stock Exchange.
ISM
This IMO instrument means the International Management Code for the Safe Operation of Ships and for Pollution Prevention. The purpose of this Code is to provide an international standard for the safe management and operation of ships and for pollution prevention.

IT
Information Technology.

Licentiate
Licentiate is the title of a person who holds an academic degree called a license. The term may derive from the Latin *licentia docendi*, meaning *permission to teach*. At Swedish and Finnish universities, a Licentiate's degree, recognized as a pre-doctoral degree, is equal to completion of the coursework required for a doctorate and a dissertation which is formally equivalent to half of a doctoral dissertation. The Licentiate's degree is called a *filosofie licentiat* in Swedish. Retrieved on 6 June 2009 from: http://en.wikipedia.org/wiki/Licentiate.

MA
The Maritime Administration - It is the policy of flag-states, port states and coastal states to establish a national agency responsible for and is dedicated to ensure the safety of ships, the protection of life and property at sea and the marine environment and this in compliance with national laws and regulations. It is the natural link between IMO and the state. See also SMA.

MBA
Master of business administration.

MCA
The UK Maritime and Coastguard Agency is an Executive Agency of the Department for Transport. The MCA headquarter is located in Southampton.
MET
Maritime Education and Training. See also WMU.

Model courses
Assisted by contributions from various Governments, IMO has designed the series of courses to help implement the STCW Convention and, further, to facilitate access to the knowledge and skills demanded by increasingly sophisticated maritime technology.

The courses are flexible in application: maritime institutes and their teaching staff can use them in organizing and introducing new courses or in enhancing, updating or supplementing existing training material.

The model courses each include a course framework (detailing the scope, objective, entry standards, and other information about the course), a course outline (timetable), a detailed teaching syllabus (including the learning objectives that should have been achieved when the course has been completed by students), guidance notes for the instructor and a summary of how students should be evaluated. Retrieved June 2009 from http://www.imo.org/humanelement/mainframe.asp?topic_id=292

MSC
The Maritime Safety Committee is the most senior of the committees and has nine sub-committees. These specialize in various aspects of the safe design, equipment and operation of merchant ships.

NGO
Non-governmental organization. It is a term that has become widely accepted as referring to a legally constituted, non-governmental organization created by natural or legal persons with no participation or representation of any government.

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45 In this thesis I have used *institution* for a large organisation e.g. university and MET.
OJT
On-the-job training. At the WMU the students in the port- and shipping management courses and the general maritime administration courses were sent, individually or in pair, to shipping companies, shipyards, ports, maritime administrations etc, to participate in work similar to their own in their respective countries. The targets were mainly in Europe and North America. The duration started with 16 weeks and ended with three weeks before the programme was abolished. The students in the course on survey of ships had a similar programme i.e. following surveyors from the Nordic Countries. To learn from experienced surveyors during their job and harmonise the report-writing to disseminate knowledge to others is very productive in understanding safety and environmental issues.

OOW
Officer of the watch. Ships’ Deck officers (Navigators and cargo-handlers) and Ships’ Engineers stand watches usually between the hours: 12-4, 4-8 and 8-12.

PDC
Professional Development Course. Courses delivered from and at WMU on special subjects. The university is also delivering courses for executives in special areas (Executive Development Programs - EDP). See also EDP.

P&I Club
Protection and Indemnity are insurance in respect of third party liabilities and expenses arising from owning ships or operating ships as principals.

QA
Quality Assurance refers to planned and systematic production processes that provide confidence in a product's suitability for its intended purpose.

SEK
Swedish krona; the currency of Sweden.
SMA
The Swedish Maritime Administration is a public enterprise within the transport sector. SMA works to keep the sea lanes open and safe.

SOLAS
International Convention for the Safety of Life at Sea is generally regarded as the most important of all international treaties concerning the safety of merchant ships. The Convention was the first major task for IMO after the Organization’s creation and it represented a considerable step forward in modernizing regulations and in keeping pace with technical developments in the shipping industry.

SPI
Ship Port Interface. It is an IMO working group that works on specific issues such as the development of guidelines and manuals for terminal personnel.

STCW
International Convention on Standards of Training, Certification and Watchkeeping for Seafarers. An IMO instrument that regulates the knowledge and skills persons should have to handle ships in international trade.

UAE
United Arab Emirates.

UN
United Nation with headquarter in New York.

UNHR
In 1948 the UN General Assembly adopted and proclaimed a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition.
and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

USCG
United States Coast Guard. The Coast Guard’s headquarter is in Washington, DC.

VIDEOTEL
VIDEOTEL is a company that produces training materials for the maritime industry. 1973 is the starting year for making training products for the marine industry. This was the time when major shipping companies needed to improve their onboard training and IMO (then IMCO) wanted to see high quality training materials supplied to maritime colleges.

VTI
The Swedish National Road and Transport Research Institute, is an independent and internationally prominent research institute within the transport sector.

WMU
The World Maritime University is the IMO’s apex educational institution. In 2009 the university constitutes six different specialisations (courses) covering most of a State’s shipping activities:

- MEOM Maritime Environment and Ocean Management
- MET Maritime Education & Training
- MLP Maritime Law and Policy
- MSEA Maritime Safety & Environment Administration
- PM Port Management
- SM Shipping Management

Successful students are awarded an MSc in Maritime Affairs. Since the inauguration of the university, in July 1983, the following course acronyms have been used:
GMA General Maritime Administration (Inaug.)
GMA 2 General Maritime Administration (Ports & Shipping)
GMEP General Maritime Administration & Environment Protection
GMEPC General Maritime Administration & Environment Protection (Commercial)
GMEPE General Maritime Administration & Environment Protection (Environment)
ICOM Integrated Coastal & Ocean Management
MA Maritime Administration
MAEP Maritime Administration & Environmental Protection
MET(E) Maritime Education & Training (Marine Engineering) (Inaug.)
MET(N) Maritime Education & Training (Nautical) (Inaug.)
MSA Maritime Safety Administration
MSA(E) Maritime Safety Administration (Marine Engineering) (Inaug.)
MSA(N) Maritime Safety Administration (Nautical) (Inaug.)
MSEA Maritime Safety and Environmental Administration
MSEP Maritime Safety & Environment Protection
MSEPA Maritime Safety & Environment Protection (Administration)
MSEPO Maritime Safety & Environment Protection (Operation)
MSEPP Maritime Safety & Environment Protection (Policy)
PM(C) Port Management (Commercial)
PM(N) Port Management (Nautical)
PSA Port & Shipping Administration
SM(C) Shipping Management (Commercial)
SM(T) Shipping Management (Technical)
TMS Technical Management of Shipping Companies (Inaug.)
TOMSA Technical Officials – Maritime Safety Administration (One year course)
TESSC Technical Staff of Shipping Companies (One year course)

Courses mentioned with (Inaug.) are courses that were conducted at the inauguration of WMU.
During 27 years a total of 34 different course-nominations have been used. The above nominations are not used today but the course content is integrated in today’s courses.

With the 2011 intake the University will again have different acronyms on courses offered.

The course duration has also changed during the university’s operational 27 years, see table 4.

**Table 4. Course durations**

<table>
<thead>
<tr>
<th>Classes (graduating year)</th>
<th>Course length (months)</th>
<th>Duration of defined course length (years)</th>
<th>Number of batches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985-1998</td>
<td>21</td>
<td>13</td>
<td>15*)</td>
</tr>
<tr>
<td>1999-2010</td>
<td>17</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>2011-</td>
<td>14</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*) In 1985 two classes graduated (the inaugural batch and the 1985 batch)

WMU Journal

The *WMU Journal of Maritime Affairs* is a peer reviewed international journal for professionals in maritime administration, industry and education.
APPENDICES

Appendix 1. Conversation topics with WMU faculty

The informants/interviewees are teachers having previous experience in addressing WMU students, not necessarily professional teachers, spontaneous answers are recorded - the informants have not heard the questions in advance). The answers will be interpreted with a concentration on apprehension.

Name: _______________________________ Code name: _______

Nationality: _______________________ Continent: ______________

Age: 20-30 [ ] 31-40 [ ] 41-50 [ ] >51 [ ]

Day: ________________________________

E-mail: ______________________________

Duration: of conversation __________________

Belief: ________________________________

Academic: ____________________________

Sex: Male [ ] Female [ ] Time at WMU: ____

Seafarer or non-seafarer: yes [ ] no [ ]
(Being a seafarer means working in the merchant marine more than one year)

Tell me about your introductory thoughts addressing a new multicultural class with women and men and a mixture of seafarers and academics.
Do you adjust your teaching bearing in mind that you address students coming from different cultures, gender mixture and often not having English as mother-tongue? If so how do you do this? Do you expect women to need extra care?

How would you, or do you, adjust your teaching to an auditorium with a few women?

Do you see any differences in the way the female students express themselves in your topics compare with the men? If so how?

How would you express your experience of students approaching you after lecture? What do the women talk about? What do the men talk about?

Do you see any difference in women and men asking questions and being willing to debate in class (language anxiety).

Would you consider activities in the class being gender neutral? Is there a dominance of the males?

Since you first started to come to WMU, how would you describe an eventual change of knowledge contributions in the class room? Males? Women?

Identify any personal experiences addressing a multicultural class. Examples of miscommunication.

When you first talked to WMU students in class did you have a previous experience addressing a multicultural group? Have you changed in your appearance/behaviour?

How would you describe your observation of group assignment work when the group composition is 1) multicultural and 2) gender mixed and a mixture of 3) academics and seafarers?

Shortly describe your assessment dilemma with WMU students.

September 29, 2008                                     Jan Horck
Appendix 2. In the head of a student

Examples of a WMU student’s study environments and how environments in the past can have an impact on status quo. The *’s around the figures symbolize examples of environments that the human encounter during different stages of life. © (Horck, 2006)
Appendix 3. Questionnaire to worldwide MET institutions

Dear colleague,

With reference to a study on the impact of women teaching in MET courses please answer this questionnaire and soonest return it by electronic mail to: jh@wmu.se. Thank you in advance for your cooperation.

Jan Horck  
Lecturer at World Maritime University (WMU)

<table>
<thead>
<tr>
<th>Name of MET institution</th>
<th>Country</th>
<th>Year</th>
<th>Number of teaching staff total</th>
<th>Number of teaching staff, nautical</th>
<th>Number of teaching staff, engineering</th>
<th>Number of women teaching</th>
<th>Number of female teachers with seagoing experience</th>
<th>Number of women teaching, to prospective seafarers, any of the following subjects</th>
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</thead>
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<td>1987</td>
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<td></td>
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<td>2007</td>
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</table>

*) incl.: maths, physics, chemistry etc

Any remark/s on women teaching in MET?
Appendix 4. Approvals to use the papers drawn upon in this thesis

Paper 1

Dear Jan,
Your paper is now approved for our publication and it can be used in your doctoral dissertation.
Darrell Bloom

Darrell Bloom, Ph.D.
President, ICET
dbloom@nl.edu
www.icet-online.edu
Tel. 847-947-5622
1000 Capitol Drive
Wheeling, IL 60044
USA

_______________________________

Paper 2

Pending
Dear Capt. Horák,

We have received your request for permission to reproduce your paper "Cultural and gender dynamics affecting the shipport interface. Maritime education and training efforts to bridge diversity gaps", published in the ISPIC conference proceedings (ISBN 978-3-94000-05-4) on pages 151-166, in your PhD thesis.

The ISPIC Organisers, ROGGE MARINE CONSULTING G.m.b.H., and Bremen University of Applied Sciences / Faculty of Maritime Studies, hereby grant you free permission to use this paper on the condition that you acknowledge the original source of publication.

Yours sincerely,

On behalf of the ISPIC Organisers

C. M. [Signature]
Project Manager
ROGGE MARINE CONSULTING G.m.b.H.

cc: Bremen University of Applied Sciences / Faculty of Maritime Studies
Ministry of Education and sciences of Ukraine

ODESA NATIONAL MARITIME ACADEMY
8, Didrikson str. Odesa 65029 Ukraine
Tel: +38 48 777 5778; Fax: +38 48 234 5267
E-mail: info@mas.odesa.ua http://www.mas.odesa.ua

January 25, 2010

Captain Jan Horck
World Maritime University
Box 500
201 24 Malmo
Sweden

Dear Jan Horck,

I have received your request for permission to reproduce the following material
(written by you) from IAMU AGA 8 Proceeding:
"The ISM Code versus the STCW Convention. MET challenges converge.",

In my capacity as Chair of the IAMU AGA8 LLC, I grant you free permission to
reproduce these material on the condition that you acknowledge the original source
of publication.

Sincerely,

Rector

M. Miyusov
March 16, 2010

Captain Jan Horck
World Maritime University
Box 500
201 24 Malmo
Sweden

Dear Captain Horck,

I have received your request for permission to reproduce the following material (all written by you) from the Bulletin of Education and Research in your thesis:


In my capacity as Secretary, Bulletin of Education and Research Editorial Board, I grant you free permission to reproduce this article on the condition that you acknowledge the original source of publication.

Sincerely,

[Signature]

Dr. Nasir Mahmood
Secretary
Capt. Jan Horsk
Assistant Professor
World Maritime University
Box 500
201 24 Malmö
Sweden

27 April 2010

Permission to Reproduce Paper

Dear Capt. Horsk,

This is to confirm that we grant free permission to reproduce your paper "The Gender Perspective in Maritime Education and Training" published in the WMU Journal of Maritime Affairs (ISSN 1351-4430), Vol. 6 (2010), No. 1, pp. 93-110 under the condition that acknowledge the original source of publication.

Best regards

[Signature]

Jane U. Abdullah-Hemstra
Editor of the WMU Journal of Maritime Affairs
Appendix 5. USD/SEK currency exchange rates from 1/1 1983 to 31/12 2009.

The professional faculty living in Malmö have their main expenses in SEK. The fluctuation of the exchange rates cause worries for most members of the professional category. In particular it is a worry and an insecurity for the faculty having positions below full professor and this because the impact becomes greater when the salary is relatively low. For some persons the immediate impact might not be evident but low rates also have an impact on retirement funds. After retirement the non-appearance of a post adjustment system will be particularly notable for faculty leaving WMU when the exchange rate happens to be low. If a person signs a contract with WMU at a time when one US dollar equals ten SEK and at the time of leaving WMU the exchange rate is 5.5 Swedish kronor a constant worry becomes of consequence. This worry could affect performance and motivation to continue work at WMU.
PAPERS INCLUDED IN THIS THESIS

Paper 1 Assuring quality teaching when addressing students in a diversified class room

Paper 2 Teaching styles retrospect the use of metaphors

Paper 3 Cultural and gender diversities affecting the ship/port interface

Paper 4 The ISM Code versus the STCW Convention – MET challenges convene?

Paper 5 Teaching/learning in a students’ hotchpotch

Paper 6 The gender perspective in maritime education and training
Introduction

The professor’s (teacher’s) role in a classroom with students from many different cultures, possibly, requires a special approach in class that has, occurred very little in practice. The problem is emphasised in the following words formulated by Hargreaves (2003, p.1): “The world in which teachers do their work is changing profoundly” and “all teaching can be a high-skill, creative, life-shaping mission because the knowledge society requires nothing less”. This might sound obvious but as scholars have argued; it is high time to do something about it. Probably, a genuine rethinking on the role of teaching is required when practised in a multicultural context. “A teacher’s identity is contextual and a constructed process” Jönsson et al (2006, p. 72). A new professor identity should be constructed to suit a multicultural school context; an identity that gives meaning on how an individual’s professional identity is adapted to this new environment.

This study examines experiences, various constraints and challenges that professors meet in multicultural maritime classroom contexts. The assumption is that experienced professors’ pedagogic knowledge can be a valuable and a useful source of practical encounters with students that should be passed on to other professors. “Tried experience is something more than experience …” Franck (2001, p. 25).

Within this study, the informants’ experience together with the students’ remarks could be an asset to other professors. It could even be a recommendation on professor performance in the classrooms of the future.

World Maritime University (WMU); an MSc in Maritime Affairs

In 1983 the UN Special Agency the International Maritime Organisation (IMO) initiated the university. Today, it is not that all UN agencies incorporate into resolutions, codes and regulations etc. a model-course on how such instruments should be implemented and executed. Part of the WMU mandate is to promulgate IMO instruments.

The academic staff of the WMU consists of permanent professors and visiting professors from the maritime industry. The word professor is used here to mean a person who has been
appointed a professor because of his or her knowledge of a certain subject; a general approach in USA. At the WMU all contacts in class is conducted in the English language. It is noteworthy that both the visiting professors and the permanent professors are mostly men. The knowledge amalgamation is built on managerial subject-modules.

The students come from all over the world to study for 17 months (to be reduced to 14 months) to acquire an MSc in Maritime Affairs. About 20 per cent of the students are women. The maritime classroom is not anymore mono-cultural on any side of the rostrum and it is not anymore traditionally male dominated.

**Theoretical approach**

Various environmental impacts on human development have been extensively identified and discussed by Bronfenbrenner (1977). He formulated four basic concepts in his theoretical system and proposed his *Ecological Systems Theory*. Drakenberg (2004) and Engler (2007) have added environmental systems to Bronfenbrenner’s. Of special interest is Engler’s resilience system. Bronfenbrenner is not considering that many people have a resilience ability making them harden against influences; to thrive in this life and withstand mental illness. Working in a multicultural setting almost requires such ability which includes social competence (SC). The latter being a competency often valued more than intelligence (IQ).

To understand developmental changes the above systems helps when simplifying observations for analysis.

An important development of human beings and their surrounding environment derives from the fact that it involves a change of role. These role changes have an impact on how people are treated and how people act and react. Automatically, a change follows in peoples’ thinking; physiological reactions and feelings. Therefore, what matters, in development and behaviour, is how the environment, where personal actions take place, is perceived. As expressed by Bronfenbrenner (1979, p. 4) “… rather than as it may exist in ‘objective’ reality”. Furthermore Bronfenbrenner has shown that a person’s changes and/or changes in that person’s environment will not result in the same changes in another person in that same environment.

The study involves an identification of forces and environments having an impact on learning and transferring knowledge.

**The informants**

The staff showed a great interest in participating in the study. Notwithstanding, two persons from the cadre of permanent academic staff did not participate: one had no wish to participate and the other person found an excuse in professing a heavy workload.

The conversation topics were not known to the informants in advance. The reason for this was to get a direct and spontaneous response.

The data used in the analyses originated from transcriptions of conversations with 17 persons from the academic staff during autumn 2008. The national/cultural backgrounds of the informants are from: America, Asia and Europe. However, there is a disproportional balance between the genders due to the gender imbalance of staff at the WMU. Only three persons, out of 17 persons, are women. Furthermore, the visiting professors list, in the university 2008 yearbook, show 56 persons and it includes three women (5 per cent).
The average professor’s university employment varies from half a year to 24 years. Seven of the interviewees had a past seafaring experience. The rest of the permanent staff had various academic qualifications; from PhD to MSc or equivalent.

The conversations have been conducted in the interviewees’ office. This was so arranged in order to keep the interviewees in their own comfort zones. In situ studies are recognised as bringing better validity to studies of human behaviour and are aimed at an interpreting meaning of thought. Thus, the study was conducted in a real-life setting and the collected data were based on experiences and contexts of everyday life. This is essential for the theory used in the study; a study on people at their respective working environment and not in laboratories.

**Discourse psychology**

The analysis was based on a concentrated interpretation of the latent meaning of a set of questions asked to the professors. The questions were presented to the informants during an individual and unceremonious conversation. The average time for the conversations was 47 minutes. The conversations were then transcribed and analysed.

The analysing method was based on discourse psychology as presented by Jonathan Potter. This strategy has been used by me in similar studies and proved to be well applicable on the study undertaken.

I have tried to be open to variation but at the same time systematic in order to give the analysis good sustainable academic buoyancy. An effort was to make the interpretations communicable in an understandable way. The reason for this is that in the process of creating meaning there must be room to discuss dilemmas and variance from what the sample/informants express.

The strategy also involves finding out what the sample fails to describe, what is ignored or left out. Inevitably a lot is left out which makes the analytic identification of things potentially difficult or contentious. Potter (2004, p. 200) writes that “Through using particular categorizations, speakers … may sustain or undermine particular inferences about themselves …”.

**Phenomenography**

In addition to a discourse psychological approach to viewing spoken sentences a phenomenographic research strategy, as presented by Ference Marton, was also applied. This strategy also has been used by me in similar studies and proved to work very well when applied together with discourse psychology.

Another reason for introducing a phenomenographic approach is to create the professor’s awareness of students and their situations. The strategy is applied in order to understand how teachers think about the way they are in contact with students. Marton (1995) emphasises that it never will be possible to reach a final description of a phenomenon because the descriptions that a human being tells are always influenced by goals and intentions. Therefore, all varieties of analysis become incomplete. This is why Marton talks about the sample (the object of the research) as giving different ways of experience rather than different opinions. The act of thinking becomes an experience. This is why phenomenography also becomes a strategy focusing on descriptions.
For the purpose of this study the two expressions multiculture and interculture were interpreted in the following way.

With multiculture in this context I follow Lorentz (2007, p. 98, my translation) saying that it denotes “... a condition, a situation, a position”. Intercultural is similarly defined as an action and movement between individuals. Lorentz (2007) notes that one can discuss an intercultural pedagogy in a multicultural classroom. From several studies on the multicultural it can be found that thoughts and theories on how to conduct a pedagogic activity that recognise learning, knowledge and development as universal is totally misleading (Lorentz, 2007). A different pedagogy is definitely needed in a cultural student mixture.

A person’s own reality is conceptualised while he/she grows and matures and therefore is linked to his/her culture. It follows that the uniqueness of a person who is not sharing with his/her culture makes it impossible for him/her to speak about it with exactly the same aspect as others who belong to the same culture (Uljens, 1989). Patton (1990, p. 338) has underlined that “... cross-cultural interviewing is intriguing, challenging, rewarding, and not a little precarious”. Misconceptions are a possible consequence of this. Thus, the weakness in the methodology, because of this, is acknowledged.

Analysis of conversations

The professors were keen to give their observations and opinions on the issues of the agenda. From the 14 provided discussion topics the following information was observed. I have included my analytical remarks to the answers of each question. These remarks should be seen as giving a holistic view on the issue as I naturally became part of the study.

The observations have been grouped into: adjustment, communication and behaviour.

Adjustment

The questions related to adjustment comprise: A) Preparation before an activity bearing in mind that the students: 1) Come from many different cultures, 2) Have different mother tongues, 3) Some are seafarers and some are pure academics, 4) Students’ English knowledge varies, 5) There are few women in the class, 6) The age span is rather big (all grown-ups), 7) Have different beliefs. B) Modifications in meeting class.

About 53 per cent of the interviewees answered that they prepare themselves differently because of the mixture of students. The remaining 47 per cent of the professors do not do any special preparation because of the composition of the students that they are meeting.

Prof B: I am able to gauge the level fairly quickly.

Prof I: I go into the class the same as if it was 15 high scholars/professors or if it was a group of children from the elementary school.

It appears that the professors work out the way to tackle their activity in class during the first contact. The inaugural presentation of a certain subject for learning is often influenced by students’ reaction and by students’ body-signals that usually provide good feedback on their
reception. Semi-verbal responses constitute an important dimension of a dialogue throughout the contact with the students and a professor needs to be observant on these phenomena.

About 31 per cent of the professors do not adjust their general activity in class in response to the class composition. The rest, 69 per cent, adjust their activity and it is exemplified with expressions such as: not to be too normative, never ever ask an Asian student to comment unless the student has volunteered, be neutral, talk slowly, repeat a lot, be sensitive to different cultures especially religious backgrounds, do not be provocative, adjust yourself, be careful with some jokes that can be offensive, do not talk ironically or sarcastically because it will be understood exactly as being said, do not touch on political issues, your attitude and gestures can be an insult and it is better not to have any hidden meaning in what is said, etc.

To adjust ones behaviour becomes a natural way to show the audience respect. Normally, the human being adjusts to whom they talk; the art of human dissimulation has been practised from time immemorial.

Prof H: Declare objectives, keep language simple, speak slowly, always review, and provide time for asking questions; be interactive.

It has been observed that the professors change after a trial and error process. The need for changing could also be explained by lack of cultural awareness.

About 25 per cent of the professors adjust their activity/behaviour/vocabulary because they address a class with few women or think that the women in class need extra attention. The arguments for adjusting are exemplified with expressions like: design lectures so that you are not showing any bias, or favours mentally towards male arguments and issues, be sensitive to women, be careful telling jokes, do not crack sexist yokes, girls [female students] coming from Islamic backgrounds need to be met with certain respects, there might be things I would not mention because there are women in the class, etc.

The professors, 75 per cent, who favour no special attention because of the presence of women, make this clear with utterances like:

Prof K: ... they have to learn to assert themselves as equals and they should not get special treatment.

Prof G: In front of me there are no women and no men only brains.

A surprisingly high per cent of the professors do not take on any special measures in their approach to the class because of the presence of women.

In time 14 per cent had not changed their activity/behaviour/vocabulary in the classroom. Professors that have changed, 86 per cent, have done so for the following reasons: I had to change the impression of respect, I teach more about finding out, I have become more sensitive, my English is better; my vocabulary is wider, I try to stay more focused and I do not try to be the guru, my language has come down to earth, I know better how to behave, I avoid the one way lecture, I now know how to act, etc.

Adjustment is often reasoned by the change of the students’ pre-practical knowledge. This made the professors return to lecturing i.e. addressing the students the traditional way and meaning.

Prof J: I have realized that the students like to hear about my own experiences

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Probably, the reason why the professors find it necessary to change their pitch in class is because they do not have previous teaching knowledge.

It also appears that the professors are keen to satisfy students’ wishes more than to follow a prescribed curriculum. The aims of knowledge transfer are high, and the capacity to keep them high is there, but the conditions and the reality makes the outcome lower on the knowledge scale. Such policy might hamper the university’s credibility.

Communication

The questions related to communication comprise: the exchange of knowledge both from the rostrum and from the students and the females’ possibilities to voice their knowledge and opinions.

About 40 per cent of the professors think that women express themselves differently to the men. The professors who see this difference have articulated this with: the women are a little more careful and apologetic, it takes a bit longer before they get to the question, female students from Asia are hesitant to ask questions, voices are a lot lower, they feel shy, women are a bit more reticent, etc.

The low number of women in class could be a reason for neglecting their needs. One professor said that the women in many situations are super-respectful and therefore do not make themselves stand out in class by asking questions but rather are reticent so that their marks should not be affected. When the marks are based on written exams it does not matter how active you are in class. In exams the women clearly show that they also understand.

If it is the male students who hinder the female students from showing their knowledge in class the professors should interfere because some women’s seclusion habits can be culturally controlled. Of course, the academic performance of anyone should not suffer because of this behaviour. Horck (2006) has shown that female students often take the back seat in group work etc. The professors should be observant about such strategies so that it does not become a habit.

It is reasonably correct to assume that the women are silent also in their respective work environments and that this habit is kept at the university. At WMU there are less cultural barriers imposing restrictions. Though, if more than about three students from the same country/culture are in a class, the culture barrier might assert itself - the women take the back seat.

A remarkable number of the sample confessed that they have problems in understanding what the students say and mean both orally and in writing. Visiting professors, in general, have difficulties in understanding the students in this way. Often this problem is explained in form of students’ weak English and the way they articulate. Other reasons for miscommunication have been identified as: not understanding or knowing the subject terminology, the topic is too alien, and that the students blend things together, etc.

Behaviour

The questions related to behaviour comprise: classroom gender neutrality, group work, assessments and professors dissimulation.

The majority of the professors, 62 per cent, believe that the class is gender neutral. A few professors said that they have experienced seafarers and students with a coastguard or navy background who tend to dominate but when doing that it is often in a positive way; a helping way.
Most professors use group work to give the students a different mode to grasp knowledge. About 13 per cent of the professors decide the group composition and this is in order to have the learners cooperate with people of different backgrounds, different nationalities and gender. This means that about 87 per cent of the sample allows the students to form their own groups or compose the groups by the use of a lottery system. This automatically will not contribute to an intercultural exchange. Once the group structure has been established 13 per cent of the academic staff keeps the structure during their entire course; not building up cultural awareness.

Several professors expressed a wish to do more group work but this has become less practicable due to the amount of lectures that have to be given. Another hindrance for group work is that the time allocated for one subject normally is of one week duration and equal to one credit. This means a total of 10 times 90 minutes contact time per week. Naturally, it becomes un-workable to include group work. The professors who have been given more than a week to cover a certain subject find it easier to have group work and as well are able to see the rewarding result of this type of learning.

In general, the professors are not happy in the way the students are assessed at WMU. The professors have expressed the following issues as problematic: I have to disappoint somebody, the biggest dilemma is that I have to tell a student to go home, students’ handwriting is difficult to understand, the quality in the students’ writing, the students often misunderstand the questions, English is a problem with the students, I have difficulties to understand what they mean, plagiarism and memorizing is terrible, and some students write very basic answers, etc.

One other issue that was discussed on this question was the difficulties in requiring the students to demonstrate integrated knowledge when answering exam questions or when writing assignments. Particularly, students from the Far East appear to have difficulties with a horizontal alignment of specific phenomena.

Prof E: The ones [students] with good English and less substance they can create a good impression.

A major reason why the professors recognise many challenges in assessing the students, perhaps, had its explanation in the following remark:

Prof L: In other cultures, totally different systems exist to assess and here they [the students] do not know what is expected from them.

The professors are of the opinion that assessments should be an integration of theory and practice. This is a complicated wish to achieve. An educational policy is needed to establish harmony in assessing; marking criteria exist, but perhaps they are not enough.

A grade B is regarded as a reasonable and good mark at many universities. For some WMU students this is a horrifying grade because in their home countries a good student expects, at least, an A. The university needs a strict policy on mark-setting otherwise the professors, willingly or unwillingly, will be inclined to inflate the grades.

The majority of the respondents consider themselves as teachers in the meaning of passing on knowledge to students; lecturing takes more than 60 per cent of time in class. In time, the professors realise that their activity in class is best rewarded by giving the students information on their own experiences and adding practical examples. Some professors indicated that their contact with the students is not always at the master’s level and this in order for all students to be able to follow the message/knowledge that he or she wishes to pass on.
Next to being a teacher that lectures is to be a facilitator of knowledge, 36 per cent. Some professors insisted that to be a teacher means to be a good facilitator which might alter this a little. Other professors recognise themselves to be either: interpreters, resource persons, encouragers or guides.

Prof Q: I am a resource person. I try to explain the areas of confusion.
Prof P: I am a facilitator. I tell the students where to get the knowledge.

The majority of the professors use the majority of their time together with the students, to explain elementary knowledge. This is explained by the span in the students’ academic and practical background and that the classes are not homogeneous in the composition of students’ pre-knowledge. This is a reason why the study period has to be longer than studies with a homogeneous student body. Students need to familiarize themselves with the new study environment, pedagogy, new colleagues, etc.

Discussing results from an educational perspective

The observations from this study coincide with the theories by Bronfenbrenner on some of his relevant systems. The environmental impact on the professors’ behaviour in class, according to Bronfenbrenner’s theories, are to some extent shown to be realistic in the sense that the professors generally do adjust (a micro-system significance). It is noted that some professors are resilient to outside forces and behold their own maverick’s attitude. Bronfenbrenner’s meso-system appears not to be relevant because the professors’ more or less work in isolation with little cooperation with management and other colleagues. In summary it would indicate that the professors are individualists and this is not a new thing among teachers in general. What seems to drive the professors is a subculture within the macro-system. The driving force is the excitement of meeting the students being able to promote a better understanding of best work practice. However, in modern education the academic staff should be part of a team and have a common work-policy formulated by the management.

Andersson (1989, p. 53) writes that “What happens at a specific time is not independent on what has happened before this time and what will happen in the future…” This is an observation passable for WMU long-serving professors. To get rid of past impressions contaminates their view of today and is mirrored in the way they adapt to new thinking. Bi-directional influences are strong and have greatest impact on the human being. A university councilor can be assisted by Bronfenbrenner’s systems to understand how the world surrounding a person helps or hinders that person’s continued development (Paquette, 2001). Using the Bronfenbrenner model “…we as a society together are influencing the lives of all people that we interact with and knowing this hopefully we can try to become a better …[university]” (Yukti, 2008, my bracket).

At WMU the knowledge potential is strong but not efficiently used. An explanation could partly be the milieu that does not encourage social contacts nor value initiatives, and partly the rules of management.

In this study, teaching is the same as lecturing, which is passing knowledge on to students. My impression is that lecturing is not what the sample really wishes to do but to control, lead and inspire an interesting discussion with the students. The latter is believed not to be possible because of: 1) students lack knowledge, 2) many students’ verbal capacity is not sufficient, and 3) the difficulties for professors to understand what students say and mean.
At WMU the students certainly get contact with the academic staff but at the cost of an unhappy professor who wishes to do scholarly writings. The *WMU Faculty Manual* in paragraph one states under the heading *general expectations* that “… faculty members should be regularly available for individual consultation with students …” (Ma, 2004, p. 3).

In line with efforts from several American and European universities, that are aiming to help the developing world, courses in the maritime field of expertise and where the class complement is diversified should focus and establish efforts to help developing countries.

This study shows that to generate an activity in class in a multicultural setting, with an emphasis on multi, is apparently not that self evident. At WMU one can definitely say that the activity and learning environment is far from mono-cultural. The students and the academic staff are both multicultural. But to say that the education is intercultural would be misleading because there is a lack of intercultural pedagogic thinking.

It has become important for the educators, in cooperation with the students, to be active in different information and learning processes. Practical pedagogy is more about recognising learning as a process and a movement. Such metaphors are rather common in a pedagogic discourse on learning and its meaning. In order for a professor to operate like this, he or she has to understand how people today seek knowledge, construct identities and create meaning in life. Learning has to be recognised as a dialog that contains a negotiation of meaning. Learning contains a lot of variations giving both a social and intercultural competence that is necessary to be able to communicate in a globalised world.

One professor expressed the role and work in a multicultural setting by stating that the pedagogy is the same and independent of the cultural mixture. The difference is the longer time it takes.

*Prof H:* The teacher must be able to listen and respect students. The teacher understands the students by listening. The teacher must teach by examples and not by textbook and relate everything to the students’ environment. It is the same for mixed and a homogeneous student body. The difference at the end of the day is the time it takes. There are more barriers in the way to relate to examples, more quickly. It takes longer time.

Professors and all other workers in a multicultural setting must realise the importance of recognition, that is, pay attention to the other; show empathy. Recognition means to give acceptance and understanding by minimising a European provenance.

**Conclusion**

To address students in academic teaching can be considered a privilege because you get an opportunity to influence and change minds. Therefore it must be done with the utmost care and according to a set policy by the institution from where such messages are promulgated.

In order to be assured that students are not hurt when being addressed in a diversified learning environment, both students and professors should take a course in cultural awareness. This study shows a great variety of perceptions to the conversation questions and this underlines that an awakening on the situation is necessary in order to establish harmony in the passing on of knowledge; an educational policy to avoid confusion.
References


TEACHING STYLES RETROSPECT THE USE OF METAPHORS

Horck, Jan and Drakenberg, Margareth

Abstract
In this paper we aim at understanding the impact of metaphors when used in a multicultural maritime classroom. The study has been conducted at the World Maritime University (WMU)\(^1\). The students are adults having positions within various shipping contexts. They come from the world-wide and they are mainly men. Similarly the faculty is recruited globally. Some professors have an academic background and others have professional experience through a maritime career.

From transcribed non-structured conversations with the WMU faculty we have studied how the faculty use metaphors. With Bronfenbrenner’s theory *The Ecology of Human Development* we have also studied how the faculty apprehend and possibly change their teaching style when in Diaspora and because of the diversified students. The professors’ apprehension on working in a new environment might effect or not affect the use of metaphors in class. In the study we conclude that successful teaching perhaps should be careful with the use of metaphors because of the multicultural student complement and a reciprocal need for cultural awareness education.

Sammandrag
I denna artikel är vår strävan att förstå betydelsen av metaforer när dom används i det multi-culturella klass rummet. Studien är förlagd till Världsjöfarts Universitetet i Malmö. Studenterna är vuxna och arbetar i företag inom näringen sjötransporter. Dom kommer från

\(^1\) The International Maritime Organization’s apex educational institution in Malmö, Sweden.
hela världen och majoriteten är män. Lärarstaben är också rekryterad från hela världen. En del av universitetets fakultet är akademiker och andra kommer från en maritim yrkes-karriär.

Vi har från transkriberade konversationer med WMU’s fakultet studerat deras användning av metaforer. Med hjälp av Bronfenbrenners *The Ecology of Human Development* har vi studerat hur lärarna uppfattar och kanske förändrar sin lärarstil beroende på sitt arbete i ett främmande land och beroende på student-sammansättningen. Lärarnas uppfattning om att arbeta i den nya omgivningen kanske/kanske inte återspeglas i användandet av metaforer i klassrummet. Vi konkluderar att i det multikulturella klassrummet bör undervisningen vara restriktiv med metaforer. Vi drar också slutsatsen att både lärare och elever bör undervisas i kulturellt förstående.

**Introduction**

Metaphor has intrigued scholars and researchers since Aristotle introduced his substitution view of metaphor. A great many theories have since then been presented in research literature (Leino & Drakenberg, 1993; Pramling, 2006). The academic interest in metaphors has over time ebbed and flowed. But the interest for how metaphors work and change peoples’ conception of the world has increased. This time the interest has been focused on how the faculty make sense of the world around them and this has been the topic for unstructured conversations.

What has caught our attention as educational researchers are our frequent encounters with the concept metaphor in educational settings which: “… has moved metaphor from a place on the ornamental fringes of discourse to the core of educational question: the minds’ endless attempt to make sense of reality” (Leino & Drakenberg, 1993).

Metaphors are considered to be culture-bound (Evers, 1998; Kramsch, 2002) and this is why we would like to study it in a study/teaching environment like WMU. Why and how are metaphors used by international teachers/professors addressing an international student body?
What is a metaphor?

Lakoff and Johnson (2003) found that 70 percent of our spoken English language is metaphorical in nature. But within education, metaphors have been used in texts and oral presentations without definitions, neither of the metaphors used nor of their connotations.

Defined in the past as an embellishment (decoration), metaphor is now seen as a primary mechanism of thinking (Lakoff & Núñez, 2005). In general, it can be suggested that a metaphor “consists of a source and a target domain and that the source domain is, at least in the everyday cases, typically a better understood and more concrete domain than the target domain” (Kövecses, 2008).

Definitions

According to any theory of metaphor, “… the essence of metaphor is change: metaphors make something difficult comprehensible, they give name to something inexpressible” (Zinken, 2008). The metaphor a person selects to frame a concept focuses attention on some aspects while ignoring others or as (Deignan, undated, p. 2) expressed it: “Metaphors both hide and highlight aspects of the target domain”. There are large numbers of definitions of metaphor. Examples are for instance given in Leino and Drakenberg (1993).

In this paper we use the following definition, borrowed from Soskice (1985: 50-51): “Metaphor is that figure of speech about one thing in terms of which is seen to be suggestive of another”.

This definition we have found most acceptable. It fulfils our requirements, i.e. it emphasizes the tension between source and target, is suggestive, and/or there is a clash between the target and vehicle concepts. In order to be powerful, however, the two domains (source and target) must neither be too similar nor too different.

Metaphor as a teaching tool

“As a tool of research, metaphors can be used a) in identifying research problems, b) in suggesting possible research strategies, c) representing potential solutions and insights and d) explaining results” (Candy, 1986: 98). Several experiments have, for instance, been conducted in order to examine the presence and persistence of students’ and teachers’ metaphors in different teacher education programs.
To form metaphors the individuals would benefit to have distance from language, be aware of multiple meanings of words and the ways in which classes of words can be related. Construction of metaphors also demands an operative and logical capacity to understand and see that an element may be like another element in some but not in other respects. The construction of full-fledged metaphors also requires that the individuals have sincerely thought about and reflected upon the phenomena that metaphors construct. Reflection demands an individual’s capacity and willingness to probe beneath the surface in order to find new levels of understanding a phenomenon that is intriguing. This is difficult for most individuals, but even harder for individuals speaking a second language.

The ways humans act, think and speak is very much influenced by the use of metaphors and this practise is rooted in our culture. Consequently, it is of interest to study how metaphors structure our experiences (our environments), learning and how this arrangement is anticipated in a multicultural class room where the teaching language is English; a second language by most students and faculty at WMU. Is the use of metaphors meaningful or frightening; can it be even destructive when used as a teaching-tool?

**Theoretical aspects**

This study takes the teachers’ perspective. An important human development factor is the person’s present and past environments. These environments are developed and develop an involvement that can cause a change of role. It is therefore that we consider it relevant to foot the theory in this study on Bronfenbrenner’s theory *The Ecology of Human Development*. He has put efforts to show that a person’s changes and/or changes in that person’s environment will not process same changes in another person living in the same environment. He also emphasizes “… what is perceived, desired, feared, thought about or acquired as knowledge … changes as a function of a person’s exposure to and interaction with the performing environment” (Bronfenbrenner, 1979: 9). Thus, a person and his or her development can not be disconnected from past and present contexts. Various environmental impacts on human development have extensively
been identified and discussed by Bronfenbrenner and he formulates four basic concepts in his theoretical system. Descriptive examples are here identified with reference to the WMU - teaching context:

- The *micro-system*: the relation between the teacher/professor and the environment in a direct setting. Example: a professor in class.
- The *meso-system*: the interrelations among major settings. Example: interactions among work colleagues, students, work place and management. Here the human capacity to show empathy is obvious and very important.
- The *exo-system*: is an extension of the meso-system that embraces informal and formal structures that do not contain the teacher but that influence or impinge upon what goes on in the direct setting. Example: IMO, city, communication and transportation facilities and social networks.
- The *macro-system*: refers to general prototypes, not contexts, describing the institutional culture/subculture. This system carries information and ideology that endow meaning and motivation to the teacher as well as the student.

A few researchers have added a fifth system to his theory including Bronfenbrenner himself who added the crono-system:

- The *chrono-system*: the patterning of environmental events during a person’s life-span.
- The *global system* (x-macro): Drakenberg (2004) added this fifth system to the above four systems. She added it with the intention to give meaning to the globalized world that many industries, in the 21st century, are operating in with worldwide stakeholders’ expectations as well as the increased frequency of immigrants.
- The *resilience system*: Engler (2007) also introduced a fifth system with the intention to realise that some people have the ability to harden against influences. The ability to be resilient deserves its own system according to Engler. Normally, to work in a multicultural setting requires a contrary skill and ability. With skill is included a lot of social competence.
To underpin the discussion of the findings, in order to understand developmental changes, the above systems help when simplifying observations and/or interviews subject for an analysis.

**Research questions**
What opinion do the professors at WMU have on the use of metaphors? Are the metaphors used by pure academics in the same way as the faculty who have a seafaring background? Does the faculty use of metaphors constitute a world of its own? In this research we compare the use of metaphors by academics having a seagoing background and those with a pure academic background (the non-seafarers).

**Methodological aspects**
The following gives information on the informants that have taken part in the conversations. Thereafter follows a discussion on the character of a metaphor.

**The informants**
Informants: six faculty members are former seafarers and eleven have a varied range (from MSc to PhD) of academic awards. The WMU faculty is composed of: professors, associate professors, assistant professors and lecturers. The title of professor does not follow the Anglo-Saxon definition. Five academics come from the Nordic countries; the balance comes from different countries in the world. Their religion varies from non-believers to deep believers. There are also agnostics in the sample. There are three female informants. In the following the sample will be nominated as faculty, professors (mainly in the results), interviewees, sample or academics.

As a complement to the permanent academic staff the University has a contingent of visiting professors/visiting lecturers, recruited worldwide, that address the students on their specific work-specialization. The faculty compose persons that do not have a professional teacher education but are shown to be successful in dissemination of their own experiences. All teaching is conducted in the English language. The visiting and the permanent “professors” are mostly men. Very few women address the students. The WMU gender perspective is discussed in Horck (2010).
The students that the interviewees address have a mixture that gradually is growing more common in most educational institutions. The students in this study:

- come from many different cultures
- have many different revelations
- compile a mix of students with academic and seafaring backgrounds (theoretical vs. practical)
- have an age span 23 - 50. The average student age is about 32
- as a group, have experience from different teaching methods
- compose different cognitive styles

A diversified class can be problematic both from a student’s point of view and from a professor’s point of view (Horck 2006, 2010). Is the faculty prepared to meet such challenges? An eligible student normally has a Candidate degree in, for instance, economics, law, administration, management, chemistry etc. or hold a Master Mariner or Chief Engineer degree with a professional license.

A first reflection must be how do you teach in such a class? How careful do I, as a person addressing such a diversified student-body, have to be in my use of metaphors?

The interviews

The conversations were conducted by Horck; a total of 17 conversations with 14 different themes. The themes covered different aspects on being a professor in a multicultural, multi-religious, multilingual and gender diversified classroom. The conversation topics varied from planning of lectures to assessments of the students. The conversations were conducted in the interviewees’ offices. This was so arranged in order to keep the interviewee comfortable. The average duration of the non-structured conversations was 47 minutes.

According to the Swedish Central Ethical Review Board we have adhered to common ethic considerations and that include the following significances: 1) to inform the sample of the aim of the research, 2) assure that the participation in the research is voluntary, 3) assure sample’s confidentiality and the storage of the transcriptions and 4) that the collected data only is to be used as regards research.
Phases in metaphor analysis

A metaphor has a certain ‘life cycle’ visualising various stages of metaphor. What we have identified is the Vehicle term, i.e. the ‘something else’ through which we ‘see’ the Topic. Thus, the Vehicle term is the central identifying feature of the metaphor, a word or phrase that is in tension with the Topic. However, a preliminary decision to make is either to extract a limited number of metaphors and then work through that list, or on the other hand to study which ideas people talk about and how much metaphor is used – then it is necessary to search all the data. The process is identified with four points:

- Finding metaphors in discourse data
- Binding metaphor groupings
- Finding metaphor clusters
- Analyzing metaphors in discourse structure

The analysis of metaphors used by the professors is a joint work and has proceeded in several rounds. First all interviews were transcribed by Horck and then a first finding of metaphors used in discourse data was written down by Drakenberg. Then a finding and classification of metaphor clusters was carried out by Drakenberg according to gender, profession and religion. Then we put the metaphors in the discourse structure and analyzed them again. After reading the interviews several times, also question by question, it was possible to identify metaphors, but the long list of metaphors did not reveal very much - we needed to condense the data into metaphor clusters. We also looked at the boundaries of metaphor and taken together this resulted in the following limits:

- The use and non-use of metaphors in teaching
- Seafarer and non-seafarer

The use and non-use of metaphors in teaching.

This study assumes that the faculty is aware of the meaning of a metaphor. This is mentioned because during the conversations one professor asked for clarification. Perhaps, it could be assumed that it would be of interest to know what was meant by metaphors in education but only one interviewee was curious.
In conclusion, regarding the use and non-use of metaphors in the faculty’s teaching there is almost no difference between seafarers and non-seafarers. But what has surprised us is that the academics, who say that they do not use metaphors in their teaching, curiously use metaphors during the conversation. Perhaps they are not aware of this habit?

Seafarer and non-seafarer.
Among the faculty six persons have a seafaring background and out of these two have obtained a PhD. This is mentioned because the study aims at comparing the seafarers’ and the non-seafarers’ use of metaphors.

Results
In the presentation of the results, we have combined conversation questions that belong together. From the conversations the following three groups have been identified to describe the metaphor dilemma.

A. Teaching at a multicultural university
B. Faculty’s use of metaphors
C. The faculty’s professional development

In the following we have highlighted some of the conversation topics and how the sample has answered on the selected issues. It is from the wordings in these answers that we have discussed the metaphor concept and also supplemented with observations on addressing students in a multicultural class room.

A. Teaching at a multicultural university
In the first question the interviewees were asked to answer whether they adjusted their teaching due to cultural, gender, academic background and English language knowledge. Two professors did not answer the question. From the results we see that a great majority (11 out of 15 i.e. 73 percent) adjusted their teaching.

- I talk straight to make the message clear
- I have to be sensitive to different cultures especially religious background
Yes, certainly, you adjust to their style

Four of the 15 professors (27 percent) do not adjust themselves.

- I never change
- As far as culture and gender I just do not do anything.
- Basically it is the same

The professors’ employment time is related to this question. The average employment period for the professors who adjust is 12 years. The average time for professors who do not adjust their behaviour and language is about four years of employment. It looks like the persons having the shortest employment time are most unwilling to adjust their behaviour to the multi-mixed student body. Are there any differences between seafarers and non-sea farers in this respect? In Table 1 it can be noted that there is a marginal difference.

Another question was about whether the addressed group of teachers had earlier teaching experience addressing a multicultural group. According to Table 1, the majority of professors did not have any international teaching exposure before their employment – but that does not prevent the professors from being excellent teachers. It has been concluded in other studies (Drakenberg, 2002) that the more inexperienced teachers do use metaphors in teaching.

Inexperience can result in students demanding clarifications and thus approach the teacher after lecture. Who are they, what do they want to talk about?

It is the students from the Far East, the Latinos and Indians and just as often men as women that demand clarifications. They ask about a variety of things. Though, most often the issue is about the subject of the lecture and this due to interest. There is no difference between men and women regarding talking to the teacher after lecture.

What are the reasons behind the students’ behaviour of approaching the professors after class? The answers varied and the most salient reason is that students do not want to disturb the professor’s line of thinking or take time from teaching. Often the students wish to have clarifications on the subject but do not fancy making a fool of self. They feel uncomfortable to expose themselves in class and sometimes there are also language problems or too low level of basic knowledge. The professors also mentioned that some
students wish to demonstrate their good English. These answers follow also the response by the students that have been reported in Horck (2006).

Regarding this question there is no differences between seafarers and non-seafarers, nor is it a religion or employment time related issue. From the answers from the faculty we can neither find that there are any gender differences in the question on who is asking questions in class.

Both the students and the professors come from the entire world and to most of them the English language is a second language. This is a good hotbed for miscommunications, as intonation, dialectal expressions or which part of a word that should be stressed all have an impact if a message is received with the intended meaning. The professors, except three, agree that they have experienced situations of miscommunication in class. It can be about the terminology, the concepts being used, the topic or the context. Most of all, the professors have problems in understanding what the students mean.

- **On both ways it could be a language problem**
- **I have problems to understand what the students say. I do not understand the meaning in what they say, I do not understand how they think**
- **Students are difficult to understand, especially students from Africa. The students can not understand the context.**

Whether the student is a seafarer or not does not matter, occasionally, they all have difficulties in understanding. This is an opinion by most of the faculty. Often a class-mate interrupts and fills in when another student has shown a lack of understanding. The lack of understanding is not because of a deficiency in understanding but merely a language issue. The students’ general weak English is a severe problem not only onboard ship but also in the communication between ship and shore (Horck 2006, 2008).

When miscommunication is a problem in class some faculty members solve it by arranging workshops and this also to avoid the one-way lecture. There could also be miscommunication due to bad teaching methods, lack of practice because only 1/3 of the faculty have teaching experience before their employment at WMU; almost 100 percent have no teacher training. The latter gives reason, in the
conclusion, to recommend a faculty’s participation in a course in pedagogy and a course in cultural awareness.

Table 1. Teaching practice at a multicultural university.

<table>
<thead>
<tr>
<th></th>
<th>Non seafarers</th>
<th>Seafarers</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing</td>
<td>6</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Not preparing</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Adjust</td>
<td>6</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Not-adjust</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>4</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>No experience</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Miscommunication</td>
<td>7</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>No miscommunication</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

The course in pedagogy normally also would give an insight in the use of metaphors and when it is recommended to use this as a method for further explanation of something difficult.

B. The faculty’s use of metaphors

During the interviews the respondents were asked: *Do you use metaphors in your teaching?* Out of 15 respondents seven (47 percent) said that they use metaphors, while eight (53 percent) said that they do not use metaphors. Two faculty members avoided the question. Among those who use metaphors in their teaching, they were in majority males. As shown in Table 2 the faculty is rather equally distributed among the four cells.

The reasons why the remaining academics in the sample would not use metaphors is exemplified with the following answer:

- *Metaphors are highly cultural so it can be misunderstood. I am very reluctant to use them.*

To use metaphors in teaching a multicultural student body may cause dilemmas, especially as most metaphors are culture-related. Metaphors may very well be translated word by word and result in misunderstandings. Metaphors are also among the most difficult to grasp in a second language, because people having another first lan-
guage normally have other anticipations of the meaning of certain expressions or words.

*How do the faculty see themselves in the classroom?* The academics emphasize that their role in the class varies due to the subject and activity. Sometimes they perform in classical teaching – and sometimes they act as facilitators etc.

Table 2 tells that the non-sea farers prefer to see themselves mainly as teachers or as facilitators, while the seafarers more specify the teacher role. To consider oneself *a teacher* means, in Sweden, to act as in the old days; the teacher comes to the class room, delivers the lecture and does all the talking. He or she acts like a guru who speaks from the rostrum/pedestal and often gives a one-way lecture. In Sweden today, this way of lecturing is unusual but is the usual way to teach in many countries around the world and consequently this is the way many students expect the professors to be. To be *the guide* demonstrates that there are different ways to the solution of a specific problem and it is up to the students to choose which to take, and argue for it. The guide wants to act in an interactive class room and keeps a rather reserved attitude and let the students do the work. *The facilitator* gives the hints and tells the students where to go to get the knowledge needed. *The interpreter* explains the areas of confusion and passes on experiences. This is close to the teacher role but is less authoritarian.

Table 2. Faculty’s use of metaphors

<table>
<thead>
<tr>
<th></th>
<th>Non seafarers</th>
<th>Seafarers</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphors:</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Using</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Not using</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Role in class room:</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Teacher</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Guide</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Facilitator</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Interpreter</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

C. The faculty’s professional development

The majority of the faculty has an employment more than five years. *Have the professors changed their class room behaviour during*
their employment at WMU? Two professors have not changed and they have between five and ten years of employment at WMU. The remaining 13 professors have all changed their behaviour in class. Some excerpts attest this:

- I feel more comfortable, more experienced
- I have become more confident, vocabulary is wider
- I have become more sensitive
- I feel, as a female, that I have to show them that I know what I talk about
- I have changed the impression of respect (In my home country you have the respect just because you are the professor)
- I know better how to behave

There are more non-seafarers than seafarers who have changed behaviour in class.

**Conclusion and discussion**

To those who ask why the results have not been statistically treated, we would like to say that the data are not strong enough to fit into a quantitative analysis using statistical variables.

The environmental impacts on the professors’ behaviour in class, according to Bronfenbrenner’s theories, are to some extent shown to be realistic in the sense that the professors generally do adjust (a micro-system significance). It is noted that there are professors who are resilient to forces outside of own environment and therefore instead beholds an eccentric (individualist’s) attitude to activities in this environment instead of adapting to circumstances. Bronfenbrenner’s meso-system appears not to be relevant because of the professors’ more or less work in isolation; little cooperation with management and between colleagues. The exo-system appears to have little relevance too. In summary it would indicate that the professors are individualists and this is not a new originality among teachers in general. What seems to drive the professors is a subculture within the macro-system. The excitement in meeting the students and being able to promote an understanding of what could be recognised as best work practice are most professors’ driving forces to come to the rostrum. This synchronises with Drakenberg’s global system.
Often, in modern education the teaching staff is part of a team. A good policy is that the educational institution adopts a work-policy to reduce eventual faculty’s and students’ misunderstandings. The policy could well articulate the use of metaphors and alike in class.

In research which involves analysis of spoken language data, researchers often start with an audio recording of the relevant answers, transcribe it in written form and then rely on that transcript for the remainder of their analysis. That is the way we have done it. However, when coding only the words as metaphors there is often a tacit assumption that it is only in the words that one can find metaphoric expressions. Therefore we would like to highlight what kinds of information that might be lost through this way of acting from the researchers. By only recording the audio portion of the spoken interaction, the researchers are limited to the information provided via the audio channel, whereas in face-to-face spoken interaction, the addressee is also taking in many cues from the speaker’s behaviour visually, for instance the speaker’s body position, gestures etc.

The argument offered here is that the gestures people produce while speaking easily may lead to misinterpretations of the metaphors used.

Religion has been a factor that perhaps could tell who uses metaphors but that parameter was not significant. Neither was to compare with the gender because the sample of the two genders is too small. A clearer difference has been to see differences between seafarers and non-seafarers. A cultural difference is also problematic to use as a comparing parameter with this small sample.

As we understand it and as we have realised from the study the metaphorical discourse is both pervasive and an essential element of the communicative process. Metaphors are important to understand for a variety of reasons and in this context for teaching purposes. In this article, it is suggested that professors should be more careful in applying symbols or metaphors bearing in mind its cultural impact. From a learner’s perspective such language can be devastating and contribute to confusion. This article has created an awareness stigma in the professors’ vocabulary when in class with a multicultural student body. In constructivist epistemology it is indeed important to carefully discuss and apply metaphorical models of learning and have this phenomenon in mind. The metaphorical discourse favours
professors who narrate their own life story and this is widely recognised to be positive from a learner’s point of view. Still, though, it is not that favourable when the students come from a culture different to the speaker.

Finally, the students can not be expected to learn the application of metaphors in different cultures which concludes that a teacher must be careful in using this education tool. Teachers who like the use of metaphors too much perhaps should run through an awareness course in such practice.

To teach in a multicultural classroom is very demanding and needs careful preparation – at least during the first five years on the rostrum. We recommend a course in multicultural awareness which takes into consideration the needs of all students, for instance information about first- and second acquisition for students having limited English proficient backgrounds. Many of the students also have had educational experiences where they have suffered as a result of negative social, economic, and educational policies. The course should also deal with students’ behaviours such as attention-getting strategies, ways of asking and responding to questions, and ways of interacting; examples influenced by cultural background. Therefore it is of greatest importance that the teachers really understand the students’ behaviour. Most of the teachers have also realized the need of adjustment – thereby avoiding some of the miscommunications and thus students approach after lecture.

**Transparency and fruitfulness**

The answers on the discussion questions reflect the situation at the time of the conversation i.e. autumn 2008. But from Horck’s experience having the sample as his colleagues and the long time at WMU and Drakenberg’s seniority in long time engagement in pedagogy and teaching challenges should give value to the study validity.

One weakness in the reliability could be the professors understanding of metaphors. But through their discussion in the answer the meaning is understood to be acceptable. The number of females in the sample is small therefore the gender issue has not been a significant issue to discuss in this paper. Because of identification dilemmas a few observations have been omitted in the report.
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Cultural and Gender Diversities Affecting the Ship/Port Interface: Maritime Education and Training Efforts to Bridge Diversity Gaps

Jan HORCK

ABSTRACT
Shipowners are aware that a multicultural crew complement can have a costly ending. Port and terminal operators find the ship interface communication cumbersome because of reciprocal mediocre English and lack of cultural awareness. To teach and study in a multicultural context easily can lead to misunderstandings and have a negative impact on assessment.

This paper intends to be a wakeup on above challenges found to be one direct and indirect reason to maritime accidents and incidents. Emotional responses to dilemmas regarding mixed cultures are meant to be reduced with education in cultural awareness and cultural sensitivity training. The paper reviews challenges for maritime education and training institutions to be proactive and meet an industry need for better crew communication. Shipowners cannot take the risk having a ship detained because of substandard crew.

A crew member not being able to communicate easily becomes alienated and thereby a safety risk.

Often, research studies on the human element rather confuse the industry instead of giving useful guidance; research results contradict.

Most likely, the mustering of multicultural ships crew is an irreversible trend. If courses in cultural awareness do not become mandatory and if ships’ crews English is not improved the International Ship Management Code will be a farce. Education and training institutions need to be proactive.

1 INTRODUCTION
In the 20th century the shipping industry was challenged with multicultural ships’ crews. In fact, it is not a new phenomenon in shipping; an industry that in many hundred years has been operating in a global setting. Most probably the roots of this new challenge can be found in the fact that many shipowners (in the following: owners) take full advantage of a minimum crew complement. The reason for this, of course, is economic.

The port industry is also affected by multicultural ships crews. Ports are directly concerned with ships calling and in some countries from guest workers with a different ethnic and cultural background than the indigenous workers. An additional problematic issue to differences in culture is operational managers and stevedores possible weak English. Therefore, in the ship port interface (SPI) there are several opportunities for lack of communication and misunderstandings.

A third possible challenge is the gender interface between the ship and the port.

A typical example of misunderstandings is the Trade Daring loading iron ore in Ponta da Madeira Brazil in 1994. The ship broke in two pieces. Because of the actual construction of the ship and the handling of the ship in heavy weather it becomes subject to structural failures and steel stresses; cracks. Generally, this is not the only reason for ships’ cracks. Improper loading/unloading including the miscommunication between the port terminal
manager and the chief officer, both not understanding each other when planning the cargo operation, the ship also becomes subject to cracks. Many bulk carriers have this latter phenomenon as a major reason for total loss. Coordination dilemmas are often due to lack of communication. When procedures and checklists are not followed severe damages can follow.

Another example of miscommunication is the loss of the "Eurobulker X" that also broke in two, in 2000, while loading cement at the port of Lefkandi Greece. The ship had a mixed crew. The report states that the management and operation of "Eurobulker X" was most careless. The casualty report does not directly say but the reason for the negligence could very well be a combination of ship's and port's staff lack of cultural awareness and weak English.

A deeper inter-personal reason for maritime accidents is seldom reported. Even if it is mentioned as an investigation issue in the International Maritime Organization (IMO) Resolution A849(20) Code of Marine Casualties and Incidents. It appears that the casualty investigators rarely ask about the social relation between the persons involved in an accident either at or before the accident. But I understand it is becoming a practise. Casualty reports, where the reason for an accident is the human element (HE), summarise with a short remark: lack of communication (Horck, 2006).

With the absence of public in depth analyses of accidents it follows that there are no identifiable concrete examples on how the challenges of lack of cultural awareness and crew weak English are really met. INTERTANKO and INTERCARGO has working groups that discusses the HE including other elements considered substandard in the SPI. INTERTANKO has a members "Terminal vetting database" and INTERCARGO has a Bulk Carrier Terminal Reporting Form. Both these resources are for members' use. Several studies show that crews not mastering the English language and crews' lack of cultural awareness have been the direct or indirect reason for maritime accidents and incidents (Improving the awareness ...., 2007). But no academic study has discussed the problematic on the same issues in the communication between the ship and the terminal/port. Can one then assume that this is not a problem? When talking to seafarers, to the contrary, they tell that the English is also weak in ports and terminals and by pure luck often this has not caused an accident. For this reason, perhaps, "... ports and terminals ought to be allocated a vulnerability index number according to how easily they may be shut down by some unforeseen calamity" (Making ports ...., 2008). This could be interesting especially in dry bulk terminals and sometimes also in crude and product terminals. Though, terminals that are dedicated to a specific oil-major appear to have less communication problems.

Assume that communication problems exist between ships and terminals. Then, it is also high time for port mangers to take courses in cultural awareness and upgrade their English language.

For instance, Österman (2008) reports that the measuring of hazardous gases, not only lack of oxygen, is vital before entering cargo-holds containing seemingly less hazardous cargoes. Normally, the dissemination of such vital information is done verbally and in writing. Therefore, in order to correctly perform an operation of control it implies good verbal and reading skills. With a multicultural crew "This might be especially important where the manpower is mobile and sometimes poorly educated, implying problems reading and understanding instructions in a second language" (ibid., p.14). Hence, the industry has an important issue to tackle.
Recently, a number of academic studies have reported an apparent problematic issue with culturally mixed ships’ crews and crews’ with English that often is not more than bare basic. Table 1 lists six reports touching these issues.

Table 1: Researches on ships’ crew

<table>
<thead>
<tr>
<th>Studies on Singapore</th>
<th>du Rietz, Peter</th>
<th>The Swedish National Maritime Museum, Stockholm</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transnational seafarers communities</td>
<td>Kahveci, Erol et al</td>
<td>SIRC, Cardiff</td>
<td>2001</td>
</tr>
<tr>
<td>Filipino seafarers in a mix nationality crew</td>
<td>Espiritu, Nissa et al</td>
<td>National Maritime Polytechnic</td>
<td>2002</td>
</tr>
<tr>
<td>If you are a good leader I am a good follower</td>
<td>Knudsen, Fabienne</td>
<td>Forskningsenheter for Maritim Medecin, Esbjerg</td>
<td>2003</td>
</tr>
<tr>
<td>Comunicación y seguridad en el ámbito marítimo</td>
<td>de la Campa Portela,</td>
<td>Universidad de Coruña</td>
<td>2004</td>
</tr>
<tr>
<td>A mixed crew complement</td>
<td>Horck, Jan</td>
<td>World Maritime University (WMU), Malmö</td>
<td>2006</td>
</tr>
</tbody>
</table>

Often, above and other scholarly reports, involving the HE, have a contradictory conclusion. It seems to be difficult to identify benefits, other than economic, with a culturally mixed crew (Horck, 2004, 2005, 2006). The industry gets confused from academic studies that contradict and casualty reports that do not include a proper analysis concurrently not drawing consequential conclusions with other casualty reports. Very few countries analyze their maritime accidents. A little survey, by asking Maritime Administrations (MA), reveals that only an average of 15% of all maritime accidents in a country are analyzed. Only the very serious accidents are selected for an analysis. An accident also has to be seen in relation to other accidents and their causes compared. As well, small accidents should be analyzed to minimize the risks of them being repeated and become serious. Analyzing has become a cost priority issue instead of a safety issue.

In order to keep the challenges (culture, language, gender) under control it is obvious that the solution is to give shipping people a course in cultural awareness and more and better education in the English language. This is the truth until somebody can prove the opposite.

Therefore, the following will address communication and diversity challenges as sore points in improving safety at sea.

2 COMMUNICATION CHALLENGES

After the ship Bright Field crashed into the River Walk Marketplace in New Orleans the National Transportation Safety Board (NTSB) cited several maintenance and crew communication errors as contributory to the accident (Malone, 2000).

"Communication breakdown …" (2007) is the headline of an article in Solutions referring to the Australian Transport Safety Bureau (ATSB) stating that the underlying factors to a severely burned seaman were issues such as: complacency, inadequate communication, poor hazard awareness and lack of common sense (good seamanship).

These two reports, among a bundle of other recent accidents and incidents, will serve as examples of a fairly new challenge that shipping needs to contest.

Intercultural communication (in USA: cross-cultural communication) is a competence needed for working in a multicultural mixture. With the competence includes the ability to separate similarities and differences between the different interpretations, on same docu-
ment or same deed, which people do when coming from different cultures. In USA this subject was “big business” in the 1960’s. Today, it is becoming an obvious part in all academic and business education.

The Convention on Standards of Training Certification and Watchkeeping (STCW 95) in Regulation IV/4a stresses that effective communication must prevail onboard at all times.

The International Convention for the Safety of Life at Sea (SOLAS 74) in Chapter V, regulation 14, §3 and §4 requires companies to be responsible for ensuring that there are, at all times, onboard all ships adequate means in place for effective oral communication and communication between ship and shore based authorities.

Intercultural communication has to be learned it is not something that humans are born with. Independent a person’s background, mutual respect and tolerance are behaviours that everybody can participate in and take responsibility for.

The above underlines that the regulators are concerned that correct and timely reception and understanding of messages and instructions are a must onboard; and this with good reasons. Because of a growing tendency not to follow the rules and best practises there are other stakeholders than the lawyers that are becoming more and more concerned, e.g. the shippers. This is illustrated in the following.

2.1 Communication Challenges on Ships

Often, too often, the messages sent are not the same as the message received. People working in shipping certainly cannot afford to make mistakes and take wrong decisions because of miss-communication, neither onboard or in company board rooms. If the crew cannot communicate it can become fatal. Miscommunication is costly and it can destroy ones reputation as a quality operator. If people do not understand the meaning of what is said due to weak English and cultural difference intolerance, power distance and stereotyping, the entire industry will continue to have the reputation that it does not deserve.

To ensure that the crew are effective communicators is an important duty assigned to the company’s designated person (DP). According to the International Safety Management Code (ISM Code 02) in chapters 1.3.3 and 6.7 crews’ communicative skills are regulated. In order to effectively perform duties the competent DP has to take a proper course in different subjects including communication/cultural awareness. A DP-course has recently been developed by the WMU. The ISM audits require compliance to a system; hence it becomes natural that crew communication capability should be extended to more than the bare safety of the ship and its crew. The control and verification of crews’ language skill by the flag-state or the port-state are not enough, bearing in mind that communication in a crisis situation,

an action of the unknown, is very unpredictable. All onboard should be competent in the ship’s working language, not only to manage work and safety issues, but also to be able to
socialise. If not, the crewmember will be alienated and this may indirectly create a safety risk. This is illustrated with Fig. 1.

A simple solution or set off to alienation is chatting. Loneliness is an obvious risk factor, particularly when the individual cannot handle it. Ircha (2005) has noted that anxiety is more difficult to deal with than fear. Extreme forms of anxiety are unhealthy and can lead to somatic ailments. Small interactive activities can create a great positive impact on cooperation. Often, directly and indirectly, IMO has emphasized cooperation in its annual theme of the year. This is certainly relevant both in big scale and in small size relations (interpersonal relations).

2.2 Communication Challenges in Ports

This chapter is here in order to tell that the industry has no reports on the condition or compatibility of terminal operators’ skill in English and knowledge on how to handle cultural differences.

Many pointless maritime accidents happen in port areas like the anchorage, in fairways, along the quays etc. The reason for such accidents cannot only be the ships’ officers but possibly also the pilots’, the vessel traffic services (VTS) operators’, the terminal operators’ etc.

According to a number of observations the communication link between the ship and the terminal has become a serious and costly disturbance. This is partly the reason why IMO has established a working group on the HE. As has been noted earlier, part of the mandate is to provide for specific qualifications and training necessary for undertaking the role of the DP; see IMO meeting document MEPC 56/17/1. Dr Phil’s Report on ISM, in the issue of 10 February 2008, indicates that the course which has been developed by the WMU is very well suited also for Port Captains and Terminal Operation Managers beside functions like managers ashore, internal auditors, ships’ officers, MET teachers, flag state auditors, Port State Control (PSC) inspectors and others. The opportunity is there for port workers to update. Progress is therefore dependent on a Port Manager’s initiative to convince white and blue collar workers to a course.

2.3 Communication Challenges in the Ship Port Interface

Sparse public information exists on lack of communication between ship and shore.

Fig. 2 and Fig. 3 serve as examples indicating that the agreement between ship and shore did not work out well and this despite checklists and recommendations in ISGOTT and by interest organizations like: INTERTANKO, BIMCO, OCIMF, IACS, SIGTTO, NI and INTERCARGO etc.

The number of cracks identified at inspections and reasons for ships seeking a port of refuge demonstrate that ships are subject to a lot of stress. The reason for this is not only because of the movements in the sea, naval architects and material scientists not up to date views on material strength’s for ships sailing in wave-highs that appear to be higher today than 50 years ago, the Captains drive to keep a timetable but also because of improper planned and carried out cargo handling as a result of inadequate communication between the ship and the terminal. In addition one can claim substandard maintenance being the most striking reason for a good number of accidents. Perhaps, the people onboard have difficulties to read and understand the manufacturers’ often convoluted maintenance instructions?
3 DIVERSITY CHALLENGES

Judging from owners that decide to withdraw from having a mixed crew complement the shipping industry as a whole seems afraid of diversity (Horck, 2006).

There are tendencies that vetting inspectors start to pay special attention to ships with mixed crews. It should not be so. It is not right and not in line with the industry’s efforts to be working in a global community. But when a mixed crew comes to impede ships safety and efficient ship operations it is fully understandable that the oil-majors take a proactive approach. The phenomenon of diversity-fear is not unusual or something that deviates from the behaviour of a normal human being, individuals or groups. Still the action is not logical and healthy. There are other preventive measures that can be introduced; viz. education.

Diversities recognized in shipping are: culture, ethnic belonging, religion, certain behaviour, language and gender. These labels on people working in the shipping industry, perhaps excluding gender, are traditionally represented in several maritime activities. When discussing gender it seems to contain a value of guilt that makes theoretical analysis more complicated.

This paper focuses on communication, culture and to a modest extent gender.

3.1 Multicultural Challenges in General

When we judge others, who we do not know, we interpret the meaning of the reason for the behaviour of someone from another culture usually with emotion. The problem appears when we do not know the values, perspectives and approaches used by the other culture.

People in groups, more than four persons, tend to take their culture with them to their new environment. When an individual has a problem this often solved within their community. If nationality and culture is linked to religion such activities are performed in togetherness establishing human cohesiveness. The old saying that birds of a feather flock together is certainly also the truth for human beings.

Contrary, an individual in Diaspora easily can become lonely and uncertain on what is right and what is wrong in the new environment. If this person is alone onboard a ship or in a foreign classroom decency demands that colleagues pay attention to the person and his/her behaviour.

People can easily become upset and uncomfortable when their experiences in another culture do not match with what they have anticipated; their stereotyping becomes disturbed. Therefore, it is not surprising and unnatural that every culture tends to divide people into in-groups and out-groups. This tendency is a quality and safety killer.
3.2 Gender Challenges in General

To combat today's shortage of crew the owners seriously have to consider mustering women, as both ratings and officers.

Stories from the sea often tell about men who faced great dangers but the fact is that also women shared many of these dangers. Women have been invisible and uncelebrated in maritime history. History can tell about women as pirate queens, disguised women on merchant ships, stewardesses and wireless operators etc. If and when women were discovered they were often abused, put down and told that they are useless. With time eventually women were hired as Masters and today they are told to run their ships as if it was their home. Their ships are neat and tidy and usually handled all according to the book and a bit more.

In the Swedish merchant marine there have been women on duty since after WW2. A study reveals that women at sea is certainly not problem free (Kajiser, 2005). By tradition male seafarers have considered women contribute to bad luck onboard. But, in spite of this, when women in any case are onboard it can be assured that "... men and women have the same work conditions .... they have for instance equal salaries for equal work" (ibid., p.13, author's translation). In Sweden the equality in salaries has become possible because of a tariff based salary system. In shore jobs like metal workers, gantry-crane drivers or chimney sweepers etc. there are women in the workforce and the salaries are equal too. It is indeed strange that white collar job-positions can not be offered with a gender-level salary. From a worldwide perspective it looks like the more education people have the more a salary-segregation is practised between men and women. A striking example is academic professors and medicine doctors. But it should be noted that this is a phenomenon typical for the Western world. In many non-OECD countries the white collar staff-salaries are equal.

On ships, "... women strive for a collegial belonging on equal terms" (ibid., p.163). But there are a number of female and male characteristics that makes the onboard job-roles different in relation to gender characteristics, physical strengths, technical competence, social competence etc. In order to survive in life, with evident differences and prerequisites, a first solution by the woman coming onboard is to strive for alleness with the majority i.e. to live up to a gender neutral identification of reality onboard. Kajiser (2005, p.149, author’s translation) expresses this with "... women are not seen as individuals but are forced into determined roles". Many seafaring women have reported that they after a number of services onboard have become male-alike. Some women even found themselves totally incompatible with other women. Sadly, the study shows that many women's experiences at sea have given them a negative male image.

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

Usually and as officers, the women do not wish to show their full capacity and competence (again for not being harassed by the male colleagues) and often they are not even allowed to show their capacity; you are a woman and I am a man so let me do it instead.

In an ongoing study on worldwide maritime education and training (MET) one can note that there is a tendency to employ more women teaching to becoming Masters, Mates and Engineers. This indicates that there are capable women in the industry and they wish and demand to be given the opportunity to show their knowledge and skills.
Today, many owners find crew retention increasingly difficult. To become a teacher is a good alternative for a person who decides to drop the anchor ashore and dedicates time to family or other work. Seafaring has always been a tough job.

One can note that today it is politically correct/appropriate to employ females. For some women it is also a fashion to be in shipping. The sea side of the shipping industry can be proud that women, in most countries, work on same conditions as men. Shore jobs in shipping seem not as unequal as in many other high qualified shore employments but to some extent it is still unequal.

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

This is a statement different from the opinion of many women who believe that quota is the most important factor to increase woman power in industry and politics. If women are not given work priorities then equality will be impossible. This is the opinion by e.g. Unifem, the UN development Fund for Women, and by organisations like the Hand in Hand International.

Some people believe that the more diversity discussions focus on one category, e.g. women, the more the efforts will be to maintain status quo i.e. to maintain the differences. If men and women instead could realize that the best solution, to the benefits of the whole, are competition on equal terms and that the best qualified gets the job. Only suitability and performance-capability should be criteria governing work opportunity. Human inequalities or discriminations should be talked about in public.

Still, organizations like the Women’s International Shipping & Trading Association (WISTA)  has its full right because like the former US Secretary of State Madeleine Albright said at a speech in Stockholm in 2004: There’s a special place in hell for women who don’t help each other. Women have since long time rendered rights through some kind of protesting and group lobbying.

When women are not treated as equals to men in job-opportunities then the women should follow the legend: Right is there to be taken.

In order for women to be promoted to leaders they have to be received with support, been met with suggestions and paid attention to at their very first job (Marklund & Snickare, 2005). As long as men have aikeness as a key parameter to be appointed or to get a leading position in the company women will have a tough hurdle to pass.

When a woman has become a leader she becomes more visual than a man. The reason being that if she does something wrong it is more noticed. A consequence of this is that women strictly follow the book, the rules, to be assured not to do wrong.

Women are known to be able to handle more than one thing at the same time. Therefore, they have a good presumption to be successful leaders: they can handle many decisions at the same time and be able to make quick decisions. By men, the last criterion is not considered to be very feminine. This causes a conflict of opinion. A common male stereotyped opinion is that women should be able to discuss, only men are allowed to make quick subjective decisions. There are several such issues where people in general expect something from a woman and then she does the opposite in order to be alike. The men get confused.
A female leader often speaks fast in order to be able to say what she wishes to pass on. A study in a class environment shows that compared to the men the women are given one third of the time to speak in class i.e. from early school time women are trained to speak fast.

To reduce the value of a woman’s words the men have a tendency to use a very negative and noticeable body language. This is not a collegial attitude and the men should stop this to the benefit of the whole. A decent exchange of words makes the working climate healthier. Another by men demoralizing strategy is not to allow a woman to finish her sentences. Sometimes, this tendency is also practiced among men and it only shows how puffed up/inflated the interrupter is; not a constructive behaviour for good business relations and safety concerns.

In the whole debate on equalities at work one should remember that the issue also should be discussed from a perspective of man; equality is not a woman issue.

Shore staff and sea staff should be educated to cope with diversities in order to manage working with and cooperate with women and with people with different ethnic and religious belongings.

3.3 Multicultural and Gender Challenges on Ships

Most probably, the reason for this new challenge can be found in the minimum manning levels that detrimentally are determined by the national MA. The manning levels are not worldwide harmonized. Perhaps, it would be a good mission by IMO to formulate mandatory, realistic and harmonized manning-levels beside the recommendations on competences for various onboard functions. Manning should not be a tool for competition. The level is fundamental in the sense that it is everybody’s matter, a common interest to safety, security and environment protection.

Since the beginning of the 20th century merchant ships have carried a multicultural crew and with fewer problems compared to the situation today. Before, there were enough people onboard to check each other both professionally and mentally. Accidents and incidents were fewer due to the impact of the HE.

During the last century, onboard camaraderie and genuine mutual concern between each crew member assembled crew cohesiveness. With a marginal sized crew it becomes difficult to be a deviator which is contrary to ashore, where a deviator easily assimilates in the crowd. Still though, there is an old saying that those who seek their living at sea are a bit odd and if they are not they soon will become. Anyway, the risks that they all were exposed to made them help each other.

Seafarers often have problems handling conflicts. From my study, it can be noted that in a conflict, people (WMU students) prefer to withdraw than to argue. In important human issues (especially concerning safety and security) silence is considered dangerous. To discuss is usually better than to shrug one’s shoulders. To loose an interest and drop empathy is even more devastating.

To speak fast onboard a ship is not advisable, it gives room for misunderstandings. If this is a general tendency for women they must learn to slow down their speed of speaking.

An owner with many ships might have problems to know each individual crewmember. It is indirectly advised in the STCW 95 that the link between crew and owner must be more personal i.e. a company with too many ships easily can become a quality killer. An owner’s
good care for the crew will smoothen out eventual diversity fears. Both recruitment efforts and retention rates will be recovered.

3.4 Multicultural and Gender Challenges in Ports

In the ports, perhaps, there are more opportunities for women to find a challenging work than at sea. In several European and American ports women are employed as truck drivers and crane drivers. At terminals handling vehicles it is even mentioned in some advertisements of employment that women are preferred. The reason here is that women are considered to be more careful and they obey the rules and drive and park the cars with utmost accuracy which is very important when handling vehicles onboard and in terminals.

Multicultural challenges in ports are furthermore due to eventual national immigrants and guest workers. These have a different assimilation structure and are differently taken care of compared to employees at sea often being recruited through local manning agencies in some countries.

A unique constellation is the Copenhagen Malmö Port (CMP) where the workforce is a mixture of Danes and Swedes. Time will tell if these two cultures can cooperate under one management. So far it look very promising.

3.5 Diversity Challenges in Maritime Education

Education of seafarers and port workers are usually done in the following environments and contexts:

1) National MET institutions
2) National ports
3) National MET institutions and ports with native (indigenous) teachers or with visiting teachers from other cultures and with English as the teaching language
4) Field studies to port and shipping identities beyond national boundaries
5) World Maritime University

Within the European Union (EU) it could be an anticipated future solution, to costly MET institutions, to share and cooperate with the establishment of a few highly sophisticated MET universities with the most modern technologies e.g. simulators etc. With such a scenario would follow teaching and learning environments encompassing a cultural mix both from a learner’s and a teacher’s point of view. In order to be successful in such a scenario teachers and students should take courses in cultural awareness.

In the future, the courses for port blue and white colour employees should focus on subjects like those listed in table 2.

One crucial reason for introducing these subjects is the ethnic mixture in the workforce and the globalization of shipping as such. The subjects also leads to a stronger company belonging that indirectly is a step stone to awareness, motivation and genuine views on safety and concern of oneself and others. Safety is an individual’s concern for the benefits of the whole.

The subjects in table 2 should align with the statement of Grey (2007) writing that educational subjects in any course should have as a fundamental issue to open minds of the course participants.
Table 2: Course-subjects for port-workers

<table>
<thead>
<tr>
<th>Cargo handling thinking because it is the core activity for earnings</th>
<th>Reuse of waste material - recycling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marine awareness</td>
<td>Communication</td>
</tr>
<tr>
<td>Safety</td>
<td>International world of work</td>
</tr>
<tr>
<td>Security</td>
<td>Culture (and ethnic) differences</td>
</tr>
<tr>
<td>Use of human resources</td>
<td>Schedule keeping</td>
</tr>
<tr>
<td>Stevedoring as a branch of supply chain management</td>
<td>Connection to the public</td>
</tr>
<tr>
<td>Application of port performance indicators – productivity awareness and the importance of planning and control</td>
<td>Benchmarking- sharing experience on fundamental issues on safety and environment etc.</td>
</tr>
<tr>
<td>Quality Assurance (QA) concept</td>
<td></td>
</tr>
</tbody>
</table>

To increase staff/crew awareness on crucial issues the employers need to assign efforts to motivate and explain the advantages of participation in the courses.

With an increased number of women in MET it is important that the institutions take this in consideration when formulating its quality policy. A good start would be to include a staff female welfare officer to whom the female students could address themselves in personal matters.

With a crew educated and trained to work in diversity, in particular to work in effective teams with women, safety and work performance innovations will follow. If the maritime woman, later in life, drops the anchor ashore and finds work in a port, of course, it would be good if the stevedores and the office staff take courses in cultural awareness and get a gender perspective on work.

Due to the existence of multilingual, multi-ethnic and multicultural crews, communication and leadership skills are essential for efficient operations. Apparently there is a need to train seafarers to improve their competence in non-technical resource management skills to ensure effective error prevention. Today, when teamwork is practiced this is generally accepted to be a necessary core competency by all onboard and ashore.

Such non-technical resource management skills, or social skills, in contrary to cognitive skills, could be described with the following qualities to be achieved:

Communication skills:

1) Team building

2) Cooperation attitude

3) Consideration and support of others; empathy (if it can be taught)

It is puzzling that the communication competency least taught in schools is listening (at least in the Western world). Worldwide, very few people know how to actively listen.

In modern education students should communicate in class. Reiz (2008, p.34) writes that "... satisfaction surveys indicate that students want communication ... in groups of up to 10 or 12 students"; if so, also in MET. Perhaps, the industry will experience fewer accidents having its reason because of people not learned to discuss and understand.

Managerial skills:

1) Coordination of onboard activities
2) Management of workloads (to prevent fatigue)
3) Methods to assure that required standards and company policy is maintained
4) Teamwork

The subjects above were covered with what was (past tense: sorry to say) signified good seamanship. If the managerial skills above are carried out with common sense the crew retention rate will be higher and crew will be less stressed; a happy ship. Leave the blame culture behind and focus on what is correct!

A prerequisite of above is that the crew is receptive to these issues. To get an assurance of this it is recommended that people who aim at service on ships before entering any education undergo a personality disorder test. In many countries the armed forces successfully use tests to discover a person's assumptions/conditions to carry out a specific work. The MET institutions should introduce similar tests. Onboard teambuilding efforts will become understandable.

Because MET programs do not always meet industry needs the industry finds it necessary to introduce special standards. Below follows two examples of the owners' organisations recommendations to assure that ships are not detained by PSC inspectors because of substandard crew.

1 The Oil Companies International Maritime Forum's (OCIMF's) *Tanker management and self-assessment, a best-practice guide for ship operators*, (TMSA) is strictly used by the oil-majors. TMSA has twelve elements for the owners to follow; three of them are directed at: language skill, personal interaction and cultural awareness.

Element 2, Recruitment and management of shore-based personnel, stage 1: The company has a written plan .... Induction (of new recruits) covers all policies including safety, health, environment, quality, business ethics and cultural awareness (OCIMF, 2004, p.10, my parenthesis and underlining).

Element 2, Recruitment and management of shore-based personnel, stage 4: The company promotes appropriate interpersonal skills training. (ibid, p.10, my underlining).

Element 3, Recruitment and management of ship's personnel, stage 2: Procedures cover a range of factors including previous experience, age limits, ability to communicate in a common language and .... (ibid, p.12, my underlining).

These elements are not only a guide for tanker operators but could well be used for any ship operation. However, emphasising the above elements also indicates that the reason for this paper is something owners should pay special attention to; it may be crucial in the reduction of accidents.

2 The International Association of Independent Tanker Owners' (INTERTANKO's) Tanker Officer Training Standards (TOTS) (that to some extent meets the elements of the Tanker Management and Self Assessment (TMSA) guidelines) aims to help the owners to meet the oil-majors requirements. The reason for TOTS being that officer competence right across the tanker industry does not universally meet with some chattering expectations. The standards hopefully will be accepted as the norm of a competent tanker crew.

On 22 February 2008 Det Norske Veritas reported a double increase of accidents during the last five years and this mainly due to officers' inexperience and lack of competence. Most probably, in 2008, the insurance premiums will increase 30% because of such accidents. No wonder that the industry starts privately conducted courses to make sure the
ships can arrive intact and on time. Include also courses in cultural awareness and both written and spoken English and the industry will manage to sell successful transportation.

To be an airplane pilot the individual has to take mandatory courses on own initiative. Such courses are usually privately conducted and cost the individual a substantial amount of money. An option to taking these courses is to be enrolled and educated at the Air Force. Recently the Swedish government announced that they will take over the education of airplane pilots. Optimistically, the education will please the airlines' customers, the passengers, having a wish to arrive intact and on time. The merchant marine education has since very long time been a government's concern. As highlighted above, an education perhaps not always to the customers' satisfaction (shippers that are concerned about their cargo). Perhaps, a change in MET will follow?

In 2005, Thoresen shipping company made big investments establishing Thoresen Training Center in Bangkok. The training centre is staffed by nine people and is equipped with two training rooms (50 and 100 seats), two computer training rooms (12 and 30 seats) and one dining room with a 50 seat capacity. MET is lacking behind!

The teaching in MET should not follow a pedagogy that comprises a teacher centred education similar to addressing children. In MET the students are more or less grownups and therefore andragogy (a student centred education for grownups) should be practised. Teachers become facilitators passing on life experience. MET is vocational and the industry are in need of people who knows how to. To learn the long way from service onboard is a costly arrangement – the Protection and Indemnity (P&I) Clubs can verify this, they know how much they have to pay for human errors onboard, e.g. mistakes in handling the ship and handling the cargo.

Perhaps, MET should return to a structuralistic view on its activities and be more proactive.

4 CONCLUSION

Normally, a person with different views and ideas is an asset. Different thinking comes with cultures, believes, languages and gender. New ideas should be welcome in a competitive environment. It is better to have different ideas than no ideas at all. Therefore, particularly people from other cultures and women should be more than welcome in the industry.

A solution to the problematic issue of ships' manning could be to make it more attractive and reasonable for women to work onboard. Another possibility is to establish manning agencies in Africa and South America. In the middle of the 20th century Ghana was ranked high in supporting seafarers to mainly the British Red Ensign. Today, there are owners getting interested in mustering Angolans.

If women use a language that is connected to leaders, i.e. by males a male recognised language, the possibilities would be more favourable to take leadership roles. Sadly to say, a male problem will come because by men the woman no longer will be seen as a woman anymore and that of course is a pity; the stereotyped woman takes the men out of control. Women: be who you are and behave and dress accordingly.
Apparently, equality rights are not easy to comply with.

A more holistic view of the situation of today’s inadequacies in shipping could be to put more efforts to disseminate information to further stakeholders in the industry. This would cause a wider awareness of actual constraints. The key organization to shoulder awareness would be the national MA. To bridge the gap, Fig. 4, would be a first step and with that will follow better communication and empathy between stakeholders.

The below four issues are basic prerequisites for successful shipping\(^{10}\)

- **Routines** - practically settled since many years
- **Information** - dissemination and reporting
- **Know how** - shipping is genuinely practical
- **Ethics** - codes on how to go about things are gentleman agreements

These four issues are relevant for all stakeholders in the industry and if everybody pays attention to this the work will flow nicely. Normally, this is the case in shipping and that makes shipping an interesting workplace. Though, some non scrupulous players are deviating from this norm (being driven by profit hunger and being cheap) and problems within the industry occur and are followed by a global bad reputation. Most agreements in shipping are very clear because they are based on practicalities and non-sophisticated communication. It must be MET’s role to pass on these unwritten rules in order to avoid expensive mistakes based on the fact that people has to learn the hard way.

In one early 2008 MRM News (Maritime Resource Management) The Swedish Club perceives that cruise ships in general are not better than other ships when studying claims due to “navigational” errors. Though, markedly one major cruise operator differs from this trend and the apparent reason is that the crew has been send to MRM courses. These courses include human performance, culture awareness and communication skills. Accidents do not happen because of bad luck. A commitment to safety produce good results and the stronger the commitments the better the results.

The industry is repairing/improving systems instead of changing peoples’ attitudes. Courses are needed in cultural awareness and good communication. Although not a panacea, it is a more effective/cost effective approach on safety than many technical gadgets.

It must primary be the MET institutions mission to consider seafarers communicative competence. A further analysis of competence should also include the skills of being able to adapt to different social situations. Then, certainly owners and others in the shipping industry will find advantages from human differences and not be afraid of diversities.

Regarding misunderstandings in the SPI, due to bad communication and lack of cultural awareness, there is a need for research. The reason why still no reliable date is available could be that the issue is rather sensitive to many ports and terminals. A negative enlightening of the truth could commercially be detrimental to many ports.

*To fully welcome diversity first one has to develop a good understanding of self.*
ENDNOTES

1 The IMO apex educational establishment in Malmö, Sweden; giving courses to managers in various shipping identities issuing an MSc in Maritime Affairs to successful students.

2 Retrieved from: http://www.mildstonescreations.com

3 FAL.6/Circ.14 SHIP/PORT INTRERFACE contains a “Revised list of existing publications relevant to areas and topics relating to the ship/port interface”

4 Being aware that IACS from 1 April 2006 introduced new structural rules for bulk carriers and tankers. The criterion today is 24 hours in the North Atlantic during 25 years before fatigue breakdown; a function based criteria


7 WISTA is an international organization for women in management positions involved in maritime transportation business and related trades worldwide. It aims to be a major player in attracting more women to the industry and in supporting women in management positions. With networking, education and mentoring in focus we can enhance members’ competence and empower career success.

8 A theoretical science paradigm that dominated in the middle of the 1960’s

9 It was during this STCW meeting that the Secretary General of IMO Mr C.P. Srivastava asked the delegates if they wished to have an institution where the IMO instruments better could be promulgated for safer shipping and cleaner oceans. A voting resulted in an omnibus support which later became WMU. Sölve Arvedson was the WMUs first Rector; he passed away late December 2006; remembered in a world forgetting.

10 From notes taken during lectures by Arne Sandevärn; a WMU Visiting Professor

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THE ISM CODE VERSUS THE STCW CONVENTION
MET – CHALLENGES CONVENE?

Jan Horck

ABSTRACT

The ISM Code and the STCW 95 Convention can without doubt be considered some of the most important IMO instruments that contributes to “safe, secure and efficient shipping on clean oceans”.

The two instruments are fundamental in the sense that they have a perceptible link to quality assurance (QA). Maritime Administrations (MarAd.), shipping departments, maritime education and training (MET) institutions, shipping companies and ports etc. ascertain public assurance of efficient and safe ship-operation by opening their doors allowing an external audit.

It has been realized that national administrations are given less room for individual interpretations on vital issues in IMO instruments. This is an important step towards harmonization of standards and commercial activities within shipping. With an operational guarantee, e.g. an international QA award, the question remains if the ISM Code is an instrument that has got its deserved backup from relevant training of those made to use the Code.

Indirectly, the port state control function is made to assure that the MET institutions do their job i.e. that the end-products from the MET institutions know how to use knowledge and show professional skills; a ship seaworthy and safely manned.

Today, it is time to ask oneself if the STCW 95 really pass on relevant and needed knowledge and skill to seafarers and assures the shipowners (hereinafter owner) that the ship will not be detained due to their employee’s substandard education. What subjects in the curricula should be, or has been, rewritten in order to make the ISM Code a real success and useful to the industry? Is it proven that ship casualties are reduced with the introduction of the ISM Code? Have ship detentions and deficiencies onboard been reduced because of improved knowledge and skills among ratings and officers? Does cargo arrive intact and on time?

This paper is aiming at vital safety issues that still are not adequately addressed in the STCW 95 but important in order to make the ISM Code successful.

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The industry is expecting a dialogue with MET, and also that MET not only follows the easiest flow of the stream by no more than fulfilling required minimum knowledge and skills demanded by the lawmakers. Hence, the MET is required to play a more proactive role in the shaping of maritime education.

The views expressed in this paper are those of the author only and do not represent in anyway that of World Maritime University (WMU).

1. INTRODUCTION

Five years have passed since the application of the ISM Code for all cargo ships > 500 grt. The Revised STCW 74 (STCW 95) entered into force ten years ago. By now, with ships being ISM certified there should be a well wished safety culture implemented among all seafarers and all owners. With STCW 95 a pragmatic worldwide harmonised MET programme should be achieved. Are these statements/shoulds reasonable? Is this even a possible accomplishment? Did the industry with IMO and other organisations make shipping what it ought to be with the ISM Code and STCW 95?

In more than 2000 years the industry has tried to make the consignees happy. In just about 60 years, since IMO/IMCO started, the industry has improved ship standards, crew conditions and minimized illegal discharges, groundings and collisions etc. The questions are forwarded bearing in mind that these efforts ultimately should lead to a happy consignee.

This paper will not give a full answer to these questions but merely identify what the MET has to do to help the ISM Code to be the tool needed for quality shipping. Quality shipping is in itself a disputable expression. The word quality has become a buzzword. Why not just express a wish to have a successful transport effort i.e. cargo arriving on time (JIT) and intact; a happy consignee or consignor, with GOOD shipping. Good is a well known word. The owners still have a lot to do to be able to say to their customers: Trust me. The reason for me saying this is that as long as we agree that there is no process better than training and teaching to change and strengthen the human beings regarding motivation, dedication, attitude, knowledge and skill etc. we simply have to dedicate ourselves to teaching and training. Everybody should be trained, not only the middle management but also the top managers. If training is properly done it will be an eye opener to better safety standards; less pollution, less accidents and incidents, happier crew and cargo being transported in style.

Again, the crucial question is: Do the STCW teach and train becoming Masters, officers and ratings to be able to perform according to ISM Code requirements?
2. What §’s in the ISM Code Require STCW Action?

With the implementation of the ISM Code follows an extensive change in safety management and QA. What is all this about?

The Code has an objective to provide for safe practices in ship operation and continuously improve safety management skills. A number of functional requirements can be identified in the Safety Management System (SMS). Two of them are: 1) procedures for reporting accidents and 2) procedures for reporting to emergencies. These two functions represent two very important elements to improve safety. Logically, with the fast technical development of today each individual has to have a continuous training programme in the age.d.a. To have a safe ship it requires an understanding of: 1) proper maintenance and 2) regular supervision or inspections. The two functions represent an additional two issues that very much concern the owners and that give the MET additional responsibility.

To be able to move cargo it arriving intact and on time to the unloading port normally requires very good knowledge in:

1) Loading and unloading procedures
2) Lashing of cargo to the ship and lashing of cargo in containers
3) Ship’s stability
4) Cargo care during the voyage
5) Properties and behaviour of different cargoes.

Above represents subjects that describe the essence of being in shipping. If these issues are not understood those who are set to master these issues should be seen as a big disgrace to the industry. The P&I Clubs can tell how much they pay in compensation for cargo damages; the amounts are enormous. For many years about 30% of all compensations are due to cargo being badly treated in ports and during transport. The International Union of Marine Insurance (IUMI) reports a raising evolution in paid claims in a macro perspective (Seltmann, 2006). This is understood, if not directly then indirectly in the ISM Code, to be far from good. Knowledge in cargo care gives benefits to the consignees, the owners’ reputation, profoundly to safety and pollution prevention and ultimately to you as a consumer.

In order to professionally master a ship and to look after its cargo risk identification is needed. The risk is evident i.e. to learn to recognise risk and prepare for emergencies and exercise good safety management skills are very important in modern shipping. Insurers have voiced concern at the risks. The number of reported incidents involving tankers has increased with 64% in 2006. The fire-explosion category represents a substantial increase. The cargo is not travelling comfortably. INTERTANKO has established a human element in shipping committee to find out how to combat this problem.

The SMS contains instructions and procedures to ensure safety and environment protection. To instruct is a MET concern. Are such instructions really part of the curricula of today’s worldwide MET?
It is now six years since de Bievre (2001) reported, after the meeting of the International Maritime Universities (IAMU) in Kobe (AGA2), that the MET institutions often are said to be too remote for the real world. It is 27 years since the first Rector of WMU, Sölve Arvedson², at an international STCW meeting in Malmö November 1980, spoke about the need of bridging the gaps between the ships and the MET institutions. Still in 2007 these appeals are relevant.

The ISM Code, §3.3, demand resources and support to enable the designated person (DP) to do the job he/she is assigned to. Training is needed for the DP to optimise resources available and to be able to manage the SMS. §6.3, §6.4 and §6.5 require familiarisation, understanding and training; a direct link to MET activities and obligations.

These two regulatory cornerstones are IMO's drive to focus on the human element because at the end of the day these activities very much are reliant on people. The ISM Code should offer a pathway to genuine uniformity of operating practices and place more emphasis on training. All IMO instruments should have a section on how users of the instruments (codes, conventions, regulations etc.) can be educated in the respective instrument. The format for such education could be a wider use of IMO model courses. The IMDG Code has an appeal to training of people involved in handling dangerous goods; § 1.3. The industry needs more of this type of training suggestions in concurrent IMO instruments and the ISM Code requirements will be met.

2. MET INSTITUTIONS AND GOVERNMENTS HAVE TO CREATE A MARITIME SAFETY CULTURE?

What MET can do is to create a safety culture and change seafarers' attitude to be quality minded and take care of cargo and property in the interest of ship- and cargo owners. Implant a teamwork spirit where everybody onboard should realise that they are in the same boat with the same objective – i.e. to have a happy consignee. MET institutions will not be able to survive with an ivory tower mentality; neither to be dogmatic but to be pragmatic and proactive.

If MET, by itself, do not change attitude it might loose the public funding that they today are very dependent on. The MET rescue might come when shipping companies start to realise that an investment in seafarers' training becomes an urgent issue because of the ISM Code. With this realisation might follow an industry own operated MET where the MarAds merely have a supervisory role not taking an active role in

² It was during this STCW meeting that the Secretary General of IMO Mr C.P. Srivastava asked the delegates if they wished to have an institution where the IMO instruments better could be promul-gated to increase safety at sea and pollution prevention. A voting resulted in an omnibus support which later became WMU. Sölve Arvedson passed away late December 2006; remembered in a world forgetting.
what happens between the four walls of the classroom. This solution would not be very encouraging for MET institutions.

To get some evidence if crew has improved in knowledge and skills, since the introduction of the ISM Code, one could study the annual reports from the different MOU areas. Assuming that the MOU deficiency categories “SOLAS related operational deficiencies” and “ISM deficiencies” can represent crew quality the following can be noted prohibiting the study to the Paris MOU:

SOLAS related operational deficiencies
2002 report: from 2000 – 2002 ... a steady increase (20%).
2005 report: from 2002 - 2005 ... steadily increased (24%).

In table 1 the ratio of deficiencies to inspections is shown. Ratio is a better comparing tool than % because the number of inspections per year varies.

<table>
<thead>
<tr>
<th>Year</th>
<th>Ratio of deficiencies to inspections x 100</th>
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<tbody>
<tr>
<td></td>
<td>2000</td>
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<tr>
<td>ISM related deficiencies</td>
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With intervals the different secretariats have campaigns on certain controls and this could be misleading when interpreting the figures. The jump from 2002-2003 (SOLAS) and 2001-2003 (ISM) is explained by this. ISM inspections have been improved, operational controls, and PSC inspectors have been trained and become more experienced. Detentions have decreased. SOLAS related items have become more complicated. Any deficiency could be registered as an ISM deficiency; a matter of an inspector's subjective decision. Although, the conclusion could be that the disappointments are explained by an increase of minor deficiencies. Though, any deficiency is an indication of negligence. Taking a helicopter view of the situation the industry and the authorities cannot be happy with this development. The MET must talk about the ideas of PSC and ship operation practices not to give the ship any negative ISM notifications.

Because of lack of confidence in standards of competency it prompts owners to develop their own standards. Teekay and NYK (both tanker operators) have established their own competency levels certified by DNV. If this continues where will the link be between STCW and ISM? Also governments need to take an interest in shipping.

To match the ISM the STCW should seriously consider and pay attention to below subjects (a-g):

a) Computer literacy

One serious concern is seafarers understanding of computers. The reason for such additional knowledge is seafarers' work and leisure time in an isolated environment. Onboard, resources are limited and communication is costly (Patraiko, 2001). IT train-
ing should be emphasised in the curricula. With the ISM Code comes higher responsibility where computer literacy is necessary. Many ISM Code objectives are controlled electronically. Therefore, continuous education and training is needed to maintain skills in the operation of computer hardware and software. Computer systems are used to manage the SMS system. With the need and demand of quality assurance come the requirements to keep operational and managerial records in order to be able to verify that you do what you say that you do. Auditors need to see these verifications in order to revalidate a given QA award.

The inability to effectively use computer-based applications will contribute to commercial losses. It should therefore be in owners’ interest to assure that the crew has knowledge in information technology (IT) and electronic data exchange (EDI). With the fast development of EDI/IT in shipping retraining programmes are needed. Retraining could be done at a MET institution or, with some doubt, onboard ships. Certainly it would be an additional welcomed work for MET. The income should be used to upgrade MET equipment and to give participating MET teachers an added income or incentive to an already low MET salary.

IT may not be written into the STCW but it is there in practice. If it is the MET’s role and government’s role to support owners and seafarers then training should be delivered. A more extensive training, than normally given today, should be cared for.

A growing problem onboard is the increase of e-mails arriving to the ships computer. Masters need to be trained on how to select what is important in a world exaggerating dissemination. In practice it is shown that the Master does not need all information sent to the ship. Instead of looking after his SMS, time is spent on reading inappropriate e-mails. Dragging it to it’s extreme such flow of information hampers the safety onboard. We have an e-mail paradox that needs to be tackled before the industry will encounter e-mail accidents.

Give, in particular the officers, additional theoretical knowledge in functions of the computer because it will assist the OOW in solving various problems in cargo handling, navigation and ships manoeuvring etc. Give elderly officers the same training because they might be reluctant to seek advice from a junior officer or a person from another culture than himself. The complexity in electronic based equipment should be understood not to be an easy understanding.

b) Duties of Designated Persons (DP), surveyors and Auditors

The MET should be proactive and contribute more in the training of auditors and DP duties. Even if it is not prescribed but indirectly a necessity in the ISM all graduates from a MET institution should have a genuine education in how to meet an audit team. Seafarers need to be trained on how to answer interviews and how to support the audit-team. Auditing in the maritime industry is a fairly new activity that requires special training. It should not be the Class Societies training program training its own auditors. It should, in the name of harmonization, be the training program set by the
International Register of Certified Auditors (IRCA). Class Societies should do surveys. Auditing is not surveying. The ISM philosophy is based on checking objectives against the company's documented procedures and nothing else.

In order to make the ISM Code more effective also flag state surveyors and port state inspectors should come to school. They should come to the MET institution to get a teacher mind. A successful implementation of flag state surveys and port state controls (PSC) requires the performers to be corrective and not have a dictatorial attitude to what is wrong and what is correct. The surveyor/inspector/officer/controller should tell the ships crew what could be a better practice or procedure and then kindly have the crew to implement this. Explain the practical, safety, environmental, economical and last the regulatory requirements and other benefits of doing it as the crew just has been told. This is quality shipping! An oil major's vetting examination is different in the sense that it is a process that offers a clearance if the ship is accepted or not accepted to carry out a specific transport according to a shipper's requirement/standard.

c) Lecturers' standard

MET should urge owners to allow MET teachers with intervals to work onboard ships to keep their officer of the watch (OOW) licence. Normally, a typical teacher at a MET institution has seafaring experience. This typical teacher also has lost his licence because he/she has not been to sea with intervals as required to keep a valid licence. An efficient teacher needs to keep up to date with development in the industry. The best way to do this is to observe and take active part in modern industry practises. An excellent example of such practice can be seen within Chinese MET. The EU CIPMET project showed a remarkable number of teachers still having a valid OOW license. This policy should be introduced and be a worldwide MET teacher requirement. It is far from the situation in EU MET. Teachers: Sign out! Owners: open navigation-bridges and engine-rooms for teachers and you will get value for your training budget and less worries to risk your ships to be detained because of crew substandard education. Governments should allocate funds to MET to be used to subscribe to maritime journals, magazines etc. This is also a way for teachers to update themselves.

There is a need for a MET teacher's competency standard. Knowledge and skills are passed on beyond conception making one wonder if the end product from the MET institutions worldwide possibly could be of the same standard. Train the trainer programmes are meant to harmonise the MET. The WMU MET-course aims to foster teachers to adapt a harmonised approach to teaching and training.

Consistency with verifications is a must in future safety and environment thinking in shipping and also in MET. Performance-related benchmarks would help to reach the quality we all wish. MET managers (rectors, presidents etc.) should hurry to obtain an ISO 9000 series recognition in order to assure themselves and owners that what is delivered in MET is up to standard.
A study of the Kongsberg's Ship Simulator Reference no 1/07 is used to see who have invested in simulators and when during the period 2000-2006 (Kongsberg has only been taken as an example to get a tendency on the issue). The study aims to see if MET has done training efforts after the implementation of the ISM Code.

**Table 2. Ships bridge simulators.**

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<thead>
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<th>Ships bridge simulators, sold per year</th>
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<tr>
<td>2000</td>
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<tr>
<td>25</td>
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<tr>
<th>Ships bridge simulators, sold per continent</th>
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<tr>
<td>Asia</td>
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<td>30</td>
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Table 2 shows the purchase of Ship Handling Simulators, i.e. not upgrades and specialised simulators, the following is noted:

Many simulators, sold in 2006, have landed in Asia. In 2000 Asian MET institutions bought 45% of the simulators sold by Kongsberg. Asia and Europe dominate the market.

Table 3 shows that the number of sold Cargo handling simulators in 2006 mainly went to Asia (6/9). Every year, in the period, MET institutions in Asia have bought most cargo handling simulators. Asia clearly dominates the market.

If the figures in table 3 can be considered significant for a total purchasing of ship's bridge and cargo handling simulators in the world then Asian MET is very well equipped. Logically, this has a positive impact on the education as such.

**Table 3. Cargo handling simulators.**

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<thead>
<tr>
<th>Cargo handling simulators, sold per year</th>
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<tr>
<td>2000</td>
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<table>
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<tr>
<th>Cargo handling simulators, sold per continent</th>
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<tr>
<td>Asia</td>
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<td>25</td>
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If the simulator operating teachers also understand simulator advantages it looks good for the future. It should guarantee improved safety? The willingness to change and adapt is apparently there. Lack of training equipment inhibits progress (Muirhead, 1998; Horck, 2006).

The income from e.g. mandatory upgrading courses, short courses, professional development courses etc. should be used to upgrade and modernise existing education facilities including the library. Former MET students should not be puzzled, at an ISM inspection, by not being familiar with onboard equipment.

d) Training in the English language and communication in general
The training and also the assessment procedure for application of Standard Marine Communication Phrases must be taken seriously into the MET curricula. Without proper communication skills safety is at stake. Not enough words can underline the necessity for such competence among seafarers all categories.

Alert dedicated its issue no. 14, May 2007, completely on effective communication. With “Can shipping people communicate?” (Horck, 2004) and “Communication skills are vital to safe ship operations” (Horck, 2005) and other similar articles flourish in the maritime press, different authors, have alerted the industry on a challenge that has become a problem. Recent two accidents attest this statement. Communication constraints have been the major reason for the grounding of the Singapore flagged MS Crimson Mars on 1 May 2007 (Communication problems ..., 2007) and the sinking of MS Queen of the North on 22 March 2006 (Dysfunctional relations ..., 2007).

That the issue is a problem is clear from the Tanker Management and Self-assessment, a best practice guide for ship operators (TMSA). In Element 3 it is written “... ability to communicate in a common language ...” (OCIMF, 2004, p.12). To safely evacuate a ship in distress is impossible “if no common means of communication has been established” (Short, 2006, p.2). MET has to assure better communication competency and ISM must better control communication skills. The requirement to control crews communication ability is expressed in the ISM Code § 6.7.

3. What Can the Owners Do to Meet the ISM?

With the ISM Code the owners have been assigned additional responsibility. To burden them also to take care of the MET is absolutely absurd. The governments must also take their responsibility if they wish to have a maritime industry in the country.

Owners should, free of charge, assist in the classrooms and pass on the latest in the industry. It should be in the owners’ own interest because they are the one to use the MET endproduct. Owners should take a genuine interest in institution activities. Cooperate and be active in MET board meetings.

Return to use cargo ships that are servicing as a platform for schooling. The owners have to be more cooperative and allow students to do on-the-job training in a sandwich type of programme. The German owner Hapag Lloyd has recently taken up the old idea of having a cargo ship equipped with cabins for apprentices/cadets (German owner..., 2006; Horck, 2006). Other owners must do the same in order to get the crew that they can trust handling their ships.

An alternative for countries that wish to have a strong merchant is to have a training ship dedicated to education. Sweden will have such a ship available for 15 students in the autumn 2007; MS Atlantic Cartier (Klart med..., 2007).
It is a company’s management role to build up and support the safety attitude onboard. But it is not enough to tell, it also has to be shown by senior officers and officials. Sagen (2002, p.12) wrote that “it should be contagious like a disease”. It then becomes the MET commitment to assure that graduants have this attitude and that officers set a good example onboard.

The owners should increase crew motivation, invest in human beings and realise that no machine can replace the human being. The bad image that the maritime industry has been marked with has to be washed away. A way to do this is to accept a recruitment of an adequate number of ordinary unexceptional people to serve onboard (Mottram, 2000). A strive for decentralization gives the crew an opportunity to run the ship on own best-cost consciousness and own high safety level. Let them show their ability to use their qualifications and experience. Not only the transportation revenue will increase and operational costs decrease but safety will be an every person’s heartfelt concern.

4. To Bridge the Gaps

To link the gap between ship and shore is being increasingly important, figure 1. Not only for the ship’s increasing demand for operational communication but also because of crew’s need for social communication.

Bridge the gap between ships and MET institutions

The Swedish owner Wallenius Wilhelmsen has decided to install a broadband service based on the C-band VSAT Sealink System to meet this ambition (Swedes settle …., 2007).

Figure 1. Bridge the gap (Arvedson, 1980)

To bridge the gaps (Arvedson, 1980) means, not only between players ashore but foremost between ships and MET institutions. Seafarers must get information faster.

Not only rules and regulations but also findings from casualty investigations, P&I Club
reports etc. must be passed on to the actors that wish to do their duties well. One has to be transparent so we can learn from each other. To bridge the gaps means to allow staff to be systematically updated not only through mandatory and supplementary courses but a general update on findings in the industry. It is the owner's responsibility to make room for refreshing and updating staff/crew (Horck, 2001).

Another bridge, important to build, is a closer link between the MET and the MarAd. If MET does not receive the IMO instruments the message will not be passed on to the seafarers; an ISM problem will follow.

5. WHAT CAN BE DONE IN THE FUTURE TO HARMONISE THE STCW AND THE ISM?

IMO is undertaking a review of the ISM Code and the STCW Convention where possible shortcomings might be addressed. Probably, these are long term projects. The industry needs immediate solutions. A quick way out is a proactive MET.

Let us assume that the STCW 95 is clear in its objective to cover what the ISM Code requires. But what should be covered in future maritime training to be in step with today's quick evolution in the industry? Seven years ago Mottram (2000) suggested the following improvements: 1) communication, 2) teamwork and 3) training systems.

These topics are still relevant. I would like to add the importance of taking MET to a 4) better worldwide MET harmonisation and 5) introduce the subject cultural sensitivity into the curricula.

a) Training again

A positive environment protection attitude should be intensified among all seafarers. This would not only be a step in widening the scope for MET students but also an introduction to safeguard the future of STCW 95.

Mottram (ibid.) summarises from the EU MASSOP study that the shipping companies realise as a 2nd important factor in ship management to have more staff training on familiarisation. This is not a surprise because additional responsibilities have been laid on owners to make sure everything is in compliance. The important question is if the owners should take care of this training on their own cost and with own resources rather than turn to MET professionals. To conduct familiarization training is an excellent opportunity for MET to shoulder. It would give the already low paid teachers an opportunity to earn a bit extra. Ship-targeted computer softwares are made and giving crew, in advance, a possibility to be familiarized with the ship they are going to sign on. In three dimensions it is possible to locate safety equipment and an interactive can check if the operator can handle it. The control of such training is a MET mission; no doubt.

Of course, training at the workplace is conceptualised by interactive e-communication or distance learning. It is a method that will make continuous professional
development feasible in a very cost-effective way. In 2003 Videotel launched a training package for ship safety officers. The course includes an assessment element that also covers ISM Code responsibilities. It is a both practical and cost-effective alternative to produce a safety officer. Since the Videotel programme was launched students in excess of 1500 have taken up the portfolio not including the number of seafarers that have followed the course from videos provided to the ships. Perhaps the days of the charismatic teacher have become less important? No, never!

b) Cultural diversity and attitude

What MET has to do in order to make the ISM successful is to make the students realise that safety is a matter of teamwork. To be successful when practising teamwork it is paramount that the members can talk to each other in a language understood by all. In addition it is also essential that there are no cultural barriers for full understanding of messages and orders. Courses must be conducted to learn the students about the existence of such obstacles. Studies have been carried out on the pros and cons of mixed crews and conclusions are both negative and positive (Horck, 2005, 2006). In the future, lack of cultural awareness and the negative and afraid liking attitude to diversity perhaps will be a problem, if not already a problem, also in the owner’s boardrooms, surveyors’ inspectors’ and controllers’ contact with crew and within MET institutions. Workforce mobility has become fundamental in shipping. To manage, a company with many different cultures is complex. In addition seafarers usually cannot choose their fellow workers i.e. it will be more difficult to manage people onboard than aslire. Apparently, multicultural awareness training is required to be able to manage this challenge.

When onboard teamwork is practised a MET emphasis must be on subjects like behaviourism, fatigue and cultural understandings. Owners cannot afford to have delays and misunderstandings because crew do not understand each other. Failure of crew to follow correct procedures and to speak with a professional language is becoming major factors for accidents. The MS Bow Mariner accident is a good example of this.

From now on, MET institutions must emphasise their efforts to change becoming seafarers’ mentality to safety. Teaching is to change people’s behaviour and attitude to certain phenomena linked to the knowledge and skill they need according to mandatory and national MET requirements. Teachers, and of course rectors, should not be afraid of doing so. Contrary, show what good seamanship is by your own good example and most important: be proactive!

MET should foster students self-motivation to acquire knowledge and skill and include subjects like professional work ethics, teamwork and leadership. All are subjects that in one way or another will have an impact on quality shipping.

The Maritime and Coastguard Agency (MCA) recently issued a booklet named Leading for Safety. The booklet has a heading “Be sensitive to different cultures” (MCA, 2006, p.18). The mere fact that the subject appears is an added argument to urgently
introduce cultural awareness in the MET curricula (Horck, 2006). The content should not be a surface introduction but to go in depth.

Crew fatigue is many times referred to as the reason for casualties. We cannot teach people to work without rest. What owners, MarAds and perhaps IMO can do is to review manning levels and the ISM Code would be easier to comply with.

c) Technology

Training is without any doubt a proactive approach to safety. If looking to the future, changes will be necessary as ships are differently built and designed.

The question is if training is catching up with the change in technology. There are indications that high technology is a contributing factor to casualties. Crew get sort of hypnotised by all the fancy equipment onboard; gadgets. We also know that a little knowledge is dangerous. Therefore, training must embrace also abnormal situations. The ability of understanding equipment limitations and awareness of distraction factors must be more considered as important issues in future MET. It is imperative that an emphasis is placed on the man-machine interface remembering that everything should be user friendly.

If noting is done it will take safety to the back seat and the OOW will continue to be more focused on the instrumentation than looking out of the windows. For instance, if the overburden of understanding radar screen markers is not reduced the world will soon experience icon or sign accidents.

MET needs better safety-training facilities for crew's regular safety training and better update on the handling and maintenance of safety equipments carried onboard. It has been shown that there is less time during service to do update training. It is too hazardous to perform on a ship in service. An example of this is the launching and home taking of a free fall lifeboat. It is too a dangerous exercise to do onboard. Let MET do it with their training facilities! Practical training is the only way to learn to react properly. People solve problems by knowledge, experience and behaviour. The experience should be obtained through realistic exercises. Real exercises (contrary to simulations) can be risky. Therefore, it is important that the instructors are properly trained to instruct in risky environments and with real equipment.

To achieve good training is the financing of a variety of equipment needed at the MET institutions. Seafarers need to be trained on different e.g. lifesaving equipments. Techniques on how to operate different equipment needs to be taught and taught again. Crew has difficulties to be familiar with operation manuals, company manuals and equipment manuals. The language in these manuals should also be improved to better and faster understanding. Like in the QA manuals the language should be talkative to the reader, not cryptic and certainly not commanding. An improvement on these issues will reflect on a better ISM.

IMO should develop new mandatory training requirements because of all the new and more complicated equipment that is installed on a modern ship. Professionals are in need of greater support to manage their work.
Use the human being and its brain instead of introducing a lot of gadgets to help/assist in handling a ship. The human should not be over exhibited with instrumentation. It is not that difficult to take a ship from port A to port B.

d) Cargo care

Insurers are very concerned about the still very high claims paid each year. One can blame the current boom in shipping but also a growing shortage of trained and experienced personnel (Total losses ..., 2007). To be trained on handling cargo must be a prime emphasis in the future. The reason for being in shipping is to move cargo. If this is done better ISM related issues automatically will be better.

CONCLUSION

To bridge the gap is still a very relevant issue in the shipping industry. Some caretaking MarAds and MET institutions have been bridging with success but a lot is still to be done. Sölve Arvedson was very foreseeing in his speech in 1980. The WMU academic programme is bridging gaps between shipping stakeholders and users of IMO instruments. WMU is also bridging cooperative relationships between people who have devoted themselves to shipping.

All training should be in everybody’s interest. To have this important statement properly planted in everybody’s mind. The cure is to cry out loud that it is a matter of having the right training attitude and hope that it enters in the companies’ management culture.

From this paper one can see that several years ago many different writers have made their views known on the core issue of this paper. The hot discussion is if any of these foresights have resulted in any regulatory changes by MarAds and IMO in order to be ahead of developments in the industry. Readings from reputable maritime journals, casualty investigations etc. indicate the opposite. Some deficiencies are repeated year after year. If so, MET should be proactive and on own initiative educate to meet future needs of the industry. MET should not wait for the lawmakers to tell them what to do.

Other IMO instruments contributing to safer shipping and cleaner oceans should be thoroughly discussed in parallel with STCW subjects in order to have the latter properly implemented. STCW 95 is directly dependent on the capacity of the MET institutions to extend their courses to industry requirements as well as students’ requirements above the minimum requirements according to STCW 95. This statement cannot be emphasised enough.

If governments adopted the IMO resolution A. 890 (21) that sets out guidelines on Principles of Safe Manning as mandatory and owners management demonstrated more commitment to safety it would improve PSC statistics.

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REFERENCES


Teaching/ Learning in a Students’ Hotchpotch

Jan Horck*

Abstract

This article is a summary of 15 years working onboard merchant ships with a multicultural crew complement, 25 years on the rostrum at World Maritime University in Malmö, and my Licentiate dissertation. These circumstances have awakened in me an interest in how people with different cultures manage to cooperate, reach consensus decisions and are able to understand and learn from each other and in the classroom. The latter prompts the question how it is possible to learn in an environment with many different teaching styles together with colleagues having equally different cognitive styles. Cognition varies, but how does the individual assimilate a wide variety of teaching styles as well as the different cultures and way of thinking and talking of colleagues?

This article aims to pass on findings from data gathered in a study carried out at my workplace using students and teachers outside my office. It has become a special concern today to understand how a group of people comprising different genders and different cultures can work together and learn together. In shipping it has become even more important because of its global nature since crews are seldom from the same nationality but comprise a mixture of people from almost the entire world. Teachers and students world-wide need culture awareness training in order to interact painlessly and communicate effectively. A student’s life at the four walls of the hostel-room and the World Wide Web (www) as the best friend is a recipe for withdrawal and misery. This article will encourage cultural awareness education and cultural sensitivity training at, in particular, education institutions for mariners.

Keywords: multiculture, crewing, education, diversity

Introduction

This article is a follow-up of the Licentiate dissertation “A mixed crew complement, a maritime safety challenge and its impact on maritime education and training” (Horck, 2006).

The statement that education in multicultural awareness is needed, perhaps, sounds a bit strange when related to shipping. Has not shipping always been international with many different nationalities onboard? That is a correct perception at least/or when talking crewing in the 20th century. It is very relevant today. The big difference is that onboard ships of today the crews are heavily reduced and the technology very advanced. In the past

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crews were much larger and the common language was and remains English. Although, the crews’ English was not the best but with many people onboard there was always someone that could check a crewmember carrying out a specific work to make sure it was tackled professionally. Crew had a check on each other. Today, each individual crewmember is expected to both fully understand and be fully capable to accomplish a certain job. Here is the dilemma that leads to incidents and casualties. Although, many accidents have an explanation in crew fatigue and ergonomically constraints the underlying causes are deficient English, lack of cultural awareness, low morale arising from loneliness, irritations, etc. (ibid.).

The reason for still having a mixed crew is, of course, economic. Shipowners in the western world are recruiting crews mainly from The Philippines, China, Indonesia, Vietnam, Burma, the Baltic States, Poland and Ukraine. The reality is that many of the crew from these countries have only a very basic English. This is of course a dilemma for the lawmakers who have not expressly stated the level of English needed to work on a ship in international trade.

Seafaring is an increasingly high technology skill that is carried out mainly by men. However, the number of women working in shipping is gradually growing. This has become an additional challenge on ship safety. Conservative seafarers are traditionally sceptic to diversity.

Isolation and loneliness are major problems as a consequence of a reduced crew. Fatigue has become a safety problem and occupational health problems are frequent (Grey, 2006, Lützhöft, 2007, Dealing with …, 2007). The industry is trying to tackle these problems with new ideas perhaps not properly founded. The issue of crewing is one of these challenges. A mixture of seafarers has to work together and has to be educated together. Here is the challenge for all concerned. Whatever the context, if the cohesion between the crew members and others involved is low the chances for mistakes are high and for misunderstandings that cannot be afforded. I am convinced that an improvement to this increasing threat to safety lies in improved Maritime Education and Training (MET) where distorted stereotyping can be straightened out. Education should not stop at mere cultural awareness but also include cultural sensitivity training where tolerance and empathy is brought forward; a willingness to listen and an ability to hear.

The 20th century was a period of development of the widest diversity of transport means and this certainly also in shipping. But globalization also means that diversity is increasingly threatened, especially from those who believe that the best solution instead is that the world moves towards uniformity. Probably, education and understanding of diversity is a better solution. From a learning point of view “…. diversity is a feature that produces deeper and more complex thinking” (Gourley, 2004, p. 67).
A few years ago the Norwegian shipping company JO Tankers (Frank, 2005) decided to replace all the company’s ships’ officers with Philippine officers in order to minimize misunderstandings; a ship manned only with Philippine. This trial continued for two or three years before the company reverted to a diversified crew with European officers. This time, in order to make the mixed crew function effectively, the company requires their crew to undertake cultural awareness training. Modern shipping cannot escape and be afraid of diversity and a professional MET must be prepared to give the necessary education. As long as the lawmakers do not request it a proactive MET will have to meet the shipowners’ demand for such education.

The Study Objective

The aim of the study was to identify possible constraints that mature students studying in a foreign country with fellow students from many cultures, religions and languages perceive as a hindrance to good academic results. The study impact of the classroom environment as well as hours outside scheduled class hours has been the subject for this study. How do students’ many cognitive styles cope with a range of professors’ teaching styles?

The study is also striving to be a MET wakeup call for an introduction of cultural awareness education and sensitivity training into the curricula. At the same time the study encourages IMO to commission a model course on cultural awareness which might be undertaken by the World Maritime University (WMU).

Naturally, with the study follows students’ general remarks on their education. Indirectly, these remarks could be regarded as an assessment of their education per se and then be part of the objective of the study.

The Study Sample

The World Maritime University, an apex maritime education institution, was founded in 1983 by the International Maritime Organization (IMO), a specialized agency of the United Nations. WMU admits about 100 students from the entire world to the Malmö programs each year, giving a total student cadre of about 200 in Sweden. Successful students’ graduate, after a 19 months undertaking, with an MSc in Maritime Affairs. The courses cover knowledge that stakeholders would find necessary in a country wishing to have an efficient shipping industry. The courses are in the fields of technology, law, business, administration, management, finance etc.

An additional 100 students are admitted each year to the programs in China.
The students graduating in 2007 bring the total of graduates from the Malmö program to almost 2,174 from 147 countries. Until now, about 35 percent has come from Asia, 32 percent from Africa, 14 percent from Latin America & the Caribbean, 12 percent from the Middle East & North Africa, and five percent from Europe and North America. The average age of the students is 32 years.

WMU has made efforts to attract qualified (not allocated) female students. Today, women make about 30 percent of each student intake. In 1983 the university enrolled two women.

WMU graduates take up senior maritime positions e.g. port and shipping company managers, ships and cargo brokers, ship chartering officers, government administrators, ship surveyors, marine environmentalists, maritime lawyers, policy advisers and educators; the last profession, last but not least, is the focus for this study.

The samples in this study represent students with seafaring background and students with academic qualifications. All students have professional experience as well. The first sample, 16 students of both genders, has been randomly selected for a series of conversations at: 1) the beginning of their studies, 2) mid term and 3) at the end of their studies. Each conversation lasted for an average of about 50 minutes. All conversations in the first sample are transcribed and analysed with a focus on Marton’s phenomenography. The second sample of eleven selected students, with same mixture of gender and professional and academic mixture as in the first sample, took individually part in a conversation of about 50 minutes at the end of their studies. The conversations are transcribed and analysed with a strategy defined by Potter; discourse psychology. The selection of students, in the second sample, is based on academic performance and observed enthusiasm to talk and have an opinion. For clarification see table 1.

Table 1
The samples

<table>
<thead>
<tr>
<th>Samples</th>
<th>Students</th>
<th>Selection</th>
<th>Study period</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>16</td>
<td>Random</td>
<td>beginning</td>
<td>Phenomenography</td>
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<td></td>
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<td>middle</td>
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<td></td>
<td></td>
<td></td>
<td>end</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>11</td>
<td>Selected</td>
<td></td>
<td>Discourse psychology</td>
</tr>
</tbody>
</table>

Study Strategies and Theory

The study is essentially based on the dynamics of spoken words and sentences in order to express a student’s world. In addition, the study includes observations of the students to find the impact that an individual student’s behaviour, in different contexts and environments, has on colleagues’ learning, behaviour and utterances. The latter play an important
role in formulating an individual’s world.

The analyzing method is based on discourse psychology as presented by Potter (2004). In addition to a discourse psychological angel of viewing spoken sentences also a phenomenographic research strategy as presented by Marton (1986) is applied. Both strategies have been chosen as study strategies because they balance very well. To get information through conversations is not new and has been proven fruitful in my previous studies. The methods of analysis differ and were found to give useful information on cultural constraints and the impact of such constraints on learning and socialising.

The great majority of WMU students are not brought up with western thinking. In finding the truth (a debatable word in this context) the strategies normally used are philosophies by philosophers from the western hemisphere. Therefore, these philosophies are more relevant (probably) and pertinent when studying and observing people from western civilizations. People from other cultures genuinely have other references in life. To generalize findings from these strategies and their undertones give the interpretations perhaps less justice. Such reflections have not been systematically considered in this study. Students in Diaspora have been studied as such. With this in mind, it follows that a single understanding of a spoken word is not always obvious. “Language is not a transparent medium for conveying thought, but actually constructs the world and the self through the course of its use” (Wetherell and Maybin, 1996, p. 220). This statement is western world prejudiced.

Changing personal identities and dissimulation, which a person accomplish through talk (Loseke, 2003), give the interviewer (researcher) an indication of the importance of a statement. The interpretation of the changes can be clear if an utterance really is meant as it has been spoken or if it is a copy from somebody. Such a study can confirm if a specific issue is of real concern to the individual or if it is a triviality.

The conversation topics are related to the interviewee’s understanding of his or her world in the classroom and how the teaching and the learning environment in the classroom have had an impact on the learning. Other questions have been related to the learning process in environments outside the classroom e.g. in the cafeteria, on the route between the hostel and WMU, in the hostel, on field studies etc., see figure 1. The latter has been emphasized by Bronfenbrenner (1976) in studies on appreciated learning constraints. To accompany students on field studies is an excellent opportunity to observe social cohesiveness between individuals.
Various environmental impacts on human development have extensively been identified and discussed by Bronfenbrenner. He formulates a number of concepts in his theoretical system and emphasises what matters, in development and behaviour, is how the environment/s, are perceived. This paper has its theory founded in Bronfenbrenner’s arguments.

**The Collection of Data**

To meet the objectives of this study all conversations with individual students took place at their study premises; WMU. Conducting the conversations at the students’ own and familiar environment reduces possible tensions and nervousness.

The nature of conversation topics with the students are illustrated by the examples below. The listed topics featured in discussions both with the first and the second sample.

a) When you arrived to Malmö, what did you find difficult?

b) What expectations did you have regarding the educational program you
were about to start?
c) Describe your experiences of cultural conflicts at WMU.
d) What preferences do you take when talking to students not coming from a country speaking the same language as yourself?
e) What happens when you suggest or propose something in a discussion during class?
f) Describe with a few sentences your observation of the general socialising among students during your previous two semesters at WMU.
g) If you were asked to decide about the different teaching styles teachers should use in your course, which style would you prefer to encounter?
h) Describe your conversation with other students not from your country?
i) How would you describe your communication with seafarers here at WMU?
j) If you see somebody arguing or confront what would be your action?
k) Who do you mainly socialize with, where do they come from?
l) If you have any problem understanding what has been said in a lecture, what would be your move for clarification?
m) Give some reflections of the conversations between non seafaring students and seafaring students; the latter having a maritime jargon?
n) How would you describe the difference between teaching at WMU and at home?
o) Seen from a classroom point of view are there things that could be a handicap for your learning?
p) Some students ask a lot of questions; interrupt the lecture and aim to trigger a debate. Try to describe these students.
q) Elaborate on how you learn?
r) Explain your choice of seating in the auditorium?

The conversations were spontaneous and did not follow a predetermined order; the topics were developed as the conversation evolved. I had taken note of anticipated answers not to surprise myself during the conversations. By doing it in this way the sample stay relaxed. It was during these conversations and my observations of body behaviours that my perspectives and perceptions of stereotypes of students’ culture changed. The simple conclusion is that despite of differences of culture, religion, language, history etc. we are all alike.

The sample was informed about total anonymity in the report and the transcriptions are kept in safe custody.
When studying people in Diaspora it is important to be aware that you do study them as such. If the aim is to study how a certain culture think or act, a cultural identity, the study has to be done at the research target’s home environment. I am convinced that people in Diaspora pretend (also a reflection by one of the students in the sample) and therefore a wrong anticipation will be noted if conclusions are to reflect their culture per se. It cannot give a true picture of them as a cultural group. The pretending can last for a long time if ever given away. As a consequence of this it is important to tell the readers of the report how long time the research population has been away from home.

People alike, in the near social environment, will also have an impact on the habit of pretending. In this study the aim is not to focus on their culture or behaviour but in WMU and city of Malmö contexts and transubstantiate this information to assimilation onboard a ship. Onboard a ship people work in Diaspora, as well.

**Study Result with Comments**

The conversation findings are holistic comprehensions developed from the groupings constructed from the strategy of phenomenography and from finding a deeper meaning in the transcriptions with reference to discourse psychology.

For clearances, some of the responses have been sited in the report and for reasons of easy reading my remarks have been added in conjunction to the five interest areas that are subject for this study. The areas have been identified and are the result from the conversations. The five areas are:

1. Challenges for both students and teachers
2. Cooperation
3. Academic results
4. Cognition environments
5. The assessment dilemma

To include my own thinking with the thinking and expressed meanings of the sample becomes quite natural when working with an inductive research approach. The interviewer, purposely or unintentionally, cannot avoid being part of the study and that is also recognised in the two strategies used in this study.

1. **Challenges for both students and teachers**

The WMU teaching-staff has not been the subject of this study. Before taking up a position at WMU, many of them had not been confronted with a multicultural audience, although, in their work some had been exposed to other cultures. Some are relatively new to the rostrum but bring to the students their eminent and specialist knowledge of work in the maritime
sector. A teaching cadre of more than 100 specialists from all over the world is one of the unique features of WMU. Visiting professors teach on a *pro bono* since their prime wish is to pass on new knowledge. The teachers/professors also realize the importance of getting contacts with future prominent people in the shipping sphere.

From a learning point of view, perhaps, this large pool of teaching staff lends to some confusion in the minds of the students since teaching practices differ considerably.

Tesfahuney (1999), von Brömssen (2003), Lahdenperä (2004), Ljungberg (2005) and several other scholars have found that many students at professional educational institutions are not prepared to work in a cultural mix. Perhaps, through the *hard way*, lecturers/professors learn to adapt to cultural constraints. Macfarlane (2007, p. 14) has expressed a similar puzzle and has

“… often wondered why our universities do not provide similar support for the huge number of foreign students who must find UK education and culture so puzzling – and likewise for the teachers of such students who usually understand so little about the background of the people whose ideas they try to shape”.

The ethnic differences and identities become even stronger the more a mix dominates and characterises the environment. In such a mix the students tend to withdraw instead of challenging or engaging in confrontation or expressing difference inequalities of opinion. One can draw the parallel with school efforts to mix mentally handicapped children with “normal” children or mix clever children with less clever children. As a consequence of the mixture somebody will suffer.

My opinion is that one should avoid *forcing* culturally or generally different people to study or work together *unless* they have been educated or trained to live together; this is particularly important when teaching mature students. When appalling vibrations in the air is noted the learning will suffer. A savant student should equally not be sitting with “normal” students but preferably with peers; *nota bene* during lectures. During non-lecture time it is probably recommended that people being “different”, meet other people; in fact it should be promoted but still voluntary. Before mixing, those concerned should be given an appreciation of cultural diversity. In this scenario cultural sensitivity education should be promoted. Diversity is also a reference of differing talents. Gender is also a facet giving colour to the debate. There are schools in Sweden that consider splitting classes by gender, to give the students’ a less distractive environment. This approach is to run away from diversity. Instead, teachers should be equipped with the appropriate education, authority and instruments to teach in an environment of diversity.
Invisible diversities exist in society. Such diversities can prevent a meaningful dialogue. Invisible diversities people have to live with and if such diversities will result and have negative consequences it will have to be accounted for as a human mistake. Such mistakes will always be there and cannot be avoided. There are several such human interfering border-lines that can give opportunities for misunderstandings and wrong anticipation on status quo.

I have a feeling that teachers often act as individualists believing that individuals know best. This attitude does not lend itself to sharing knowledge and experience with colleagues; that should characterise a dedicated teacher. Teachers should realize that there are colleagues that can give ideas on improving teacher performance in a mixed classroom. Teachers must cooperate and loosen-up on their individualism. Good education and training is a partnership both between individuals and between institutions. The subject of teaching in a multicultural classroom needs all the attention it can get; it is an already complicated and new challenge for most teachers.

Teaching has for many years been based on the provision that teachers have uniform theoretical knowledge and uniform didactic skills. Standardized solutions were the solution to obstacles and difficulties in the classroom. “Practical pedagogy was the result of uniform thinking, ethics, moral, knowledge, established cultural patterns etc” (Lorentz, 2007, p. 59, authors translation). Modern pedagogy and pedagogy in a multicultural classroom requires a different view on how to pass on knowledge. Teachers have to adjust in the classroom to phenomena like: “hidden power, hidden assumptions and hidden norms” (ibid.). With this, it follows that standardization is impractical as can be seen in a student mix at WMU. Perhaps, with the many teachers that the students meet they find a different and “invisible pedagogy” (Lorentz’ expression) a hindrance for good learning.

In order to be good practitioners both teachers and managers need to be able to sense the mood which the students or the staff might generate. Managers and teachers have to make an effort and get their subalterns to know and feel empathy. If this effort becomes fruitful, the subalterns will feel confident in their leaders; the teacher.

I further believe that if a teacher shows or even openly admits that s/he does not have the answer to a student’s question, the appreciation of his/her sovereignty might be at stake. In a Swedish classroom such admittance most probably would not be a loosing face situation. In a multicultural classroom it might be. In order to protect the teacher, the students shall be informed that the teacher is perhaps not always the expected guru but a human who has the capacity and experience to research the question and answer fully in due course. In order not to confront the
teacher with such an embarrassment, Asian students in particular, do not ask questions in class and perhaps not after class either. Some students, by culture, refuse to express opinions or disagreements. Differing cultures therefore creates complications if the teacher in the learning program uses group-work or similar class activities.

The above dilemmas appear to be obvious challenges from both sides of the rostrum.

2. **Cooperation**

At WMU the students willingly share knowledge. And why should they not – there is no competition between them. By teaching others you learn yourself. This is a phenomenon perhaps not equally practiced in national classes with mixed cultures. The WMU concept is built on the students returning to their home countries to practice their new knowledge and to pass on knowledge to colleagues. With this attitude in mind it is not surprising that a western oriented teacher might feel surplus if the guru cannot be questioned.

Religion is sometimes a communication barrier and should be incorporated as an important subject for inclusion in discussions on cultural awareness. Religions can meet with mutual understanding and awareness. If something substantial and concrete can be identified to bridge the gap between diversities and that also can form cohesion between humans it would be a useful and welcomed catalyst. An interesting such substantial phenomenon is *Adam’s Peak* in Sri Lanka (the scarified mountain *Sri Pada*). At the footprint of Adam (the first human on the planet Tellus): Muslims, Christians and Hindus, perhaps believers from all faiths, meet to worship the same physical feature. It is a pilgrimage that is made annually by many people from all over the world. So far, there have been no skirmishes between the worshippers; the opposite. Evidently, these different worshippers demonstrate tolerance and a trans-religious understanding.

All students in the classroom should find something/somebody universally to identify or sympathize with; perhaps even to hate. Normally this solves itself. But, if the students themselves cannot find identification the teacher should interfere and lead the way. If it comes to the worse a teacher, or somebody else at the institution, that the students do not like could be a pillar commonly to agree around; perhaps even to be a scapegoat. In the armed forces it is not uncommon to have a bad and a good. In diversity it might also be a factor to consider in efforts to maintain cohesiveness between members in a group, the class.

Comparing academic results, with reference to gender, between the years 2001 and 2005 indicates that the achievements are virtually the same. During these five years seven female students out of a total of 99 women got an A-grade after the first year of studies i.e. 7.1 percent. Corresponding figures for men are 31 out of 374 male students i.e. 8.3 percent. In the second year eight female students out of 95 got an A-grade i.e. 8.4 percent and 25 male students out of 350 got an A-grade i.e. 7.1 percent. When the average of the grades from consecutive two years is calculated 7.8 percent of the female students got an A and 7.7 percent of the men got an A. Apparently the two sexes are doing academically equally good. Perhaps, the WMU women should have a better average! Redvall (2006) has reported that the average woman, in Swedish schools, is doing better than the average man. If this is generally so then it should perhaps also be the situation at WMU. Perhaps, the pedagogy is not suited for mature female students or there are environmental factors making the average academic result not much better for women. One reasonable explanation is that many of the female students have a family with children, i.e. there are obvious reasons for worries that could take time from studies.

Between the years 2001 and 2006 about 21 percent of the men and 13 percent of the women decided to write a dissertation. An option apparently more preferred by men than women. The women wish to have a wide spectrum of knowledge by choosing electives instead of writing a dissertation. This wide gap might also be explained by the female students not wishing to bolt themselves for an hectic period of writing but be more flexible in using their time; perhaps time used to look after their family and domestic affairs. With this not saying that the men also have an interest in families far away from home but perhaps an interest less explicitly.

For some students the result is not that important and an MSc is not an achievement that in it would enrich the students’ future employment prospects. A number of students already hold a post graduate degree or certificate. An entry requirement to study at WMU is a BSc or equivalent. One male student and seafarer from Asia said:

IE: … for me marks are secondary. I am already a professional.
   For me it is enrichment. Even the master is secondary to me;
   it will not make any difference to me.

Students realize that practical skills are also important to obtain in their education. To meet the students’ skills drive the universities must adapt to the idea that the academic and the vocational are not at odds. The problem might be where to draw the line between generic skills and academic degrees. Worldwide MET is more and more becoming a faculty at a
university. In many countries master mariners end their academic studies with a BSc.

Universities make an important contribution to the supply of an educative labour-force and graduates can find careers in the shipping industry. There should be no major constraints to license vocational qualifications. Of course “there is an interface between where we provide education and where employers provide training” (The £80bn ..., 2007, p. 4) and maritime universities should not simply drift into training. According to the METHAR (2000) study, shipowners in Europe wish to have officers educated and trained beyond the requirements in IMO’s Standards of Training, Certification and Watchkeeping for Seafarers (STCW) Convention. Vocational training is increasingly embedded in university studies; this with full justification because it serves both the industry and the individual.

4. **Cognition environments**

It is a well-known fact that humans have different ways of learning. The cognitive process in a non homogenous classroom must logically, reflect many more differences in the methods of absorbing knowledge. The learning process and knowledge gained is a function of how the individual has been brought up. At younger age’s knowledge usually is passed on by parents, relatives and friends, the religious representatives and foremost by teachers at schools.

Normally, there is no homogeneity in these processes. The process of teaching is context dependent and the student finds the best way of learning dependent on who transform the information. Any teaching therefore has to be done in a variety of ways in order to accommodate the students’ learning styles. If the students come from different upbringings and the teachers do likewise each student is exposed to a variety of new and unknown teaching methods. The study confirms that a very wide exposure to different teaching methods can be rather confusing for some students. For any kind of teaching and in particular for cognitive inter-actionists, learning is a process of gaining or changing insights, outlooks, expectations or thought patterns. To help students to adapt and change their understandings of significant problems and situations must be a teacher’s main goal; this is why I believe that a teacher should be a *facilitator of information* in classes where students attend higher education studies.

One way to minimize the risk of student *study-confusion* would be to develop and promulgate an institution-policy on teaching practices. In advance, the students could psychologically prepare themselves for a different teaching and learning environment to their norm. This might intrude on teachers’ sovereignty in the classroom but it would produce benefits for the students. A mental preparedness becomes more important, in
the classroom, when there is a student body of a cultural mix. The usage of firm educational theories is well exemplified in how young people are educated at Islamic schools (the madrasa model). The Arabic word tarbiya, with the meaning of pedagogic, education and training, includes pre-defined clear syllabi on: intellectual training, social training and interaction, corporal training, moral training, policy training etc etc. This is perhaps something that could be learned from and introduced in MET in order to establish understanding between people.

There are several activities in the classroom that can frustrate students. Such frustrations can be a hindrance for effective learning and the learning process. The many different habits and behaviours of teachers could give room for misunderstandings. There can be a complex interpersonal etiquette to deal with. A verification of this is demonstrated in the excerpt below. The student comes from SE Asia and from her way of expressing herself she reflects what other students have said with words having the same meaning i.e. she has not been chosen because of gender. She is about 30 years old with no seagoing experience. She is Atheist. IR is the interviewer (the author) and IE is the interviewee (the student).

IR: So, … one can realize that people learn in different ways. My question is do the professors, visiting and permanent, adapt to different … learning processes?

IE: Yes, I think that all the WMU professors have tried their best to adapt to all these multicultural students but ya there are still some clear features of different professors their culture and their way of talking but I enjoy this multicultural teaching [IR: Ya, but at the same time you say that it can be a bit negative also ……… All these different ways must be confusing for you] It’s OK, [IR: it’s OK but] ya, sometimes, ya, their habit annoy.

IR: Do you have any ideas how the professors might adapt to satisfy student’s different ways of learning?

IE: No, I don’t have. I think even in [my country] I can’t be satisfied with any / with all the teachers and professors and I enjoyed this kind of multicultural teaching and if all professors were teaching in the same way it will be very boring

Student IE graduated with a very high average grade. A student with just a pass grade would probably not sympathize with the answers of student IE.

On the question if the teacher is the prime source of information

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another student, a man from Asia, interestingly said that:

IE: … the teacher is the motivator. … My major learning comes from books.

A teacher in a multicultural classroom will note that if there is something that the students have not understood during the presentation/lecture many students will not revert to the teacher but rather go to a colleague who has been noted to be clever in class. A second source for information is the www. At the computer, searching for technical information, the average WMU student spends three to four hours per day. If this practice is common and if students communicate by e-mail instead of talking to each other between four eyes an alienated student (same as an alienated seafarer) will be the result. An unhappy person cannot perform well, see figure 2.

![Figure 2: “An alienated student” (my characterization). Picture source: Caroline Ann Martin 3/02.](image)

Instead, students should take advantage of the unique opportunity, which WMU offers, to make friends and contacts. The latter is very important in the shipping industry. Students report that friendship often is not more than a reserved good morning, how are You. Generally, there is no genuine care and empathy. Many of the students being interviewed report that in particular the Indonesians are very friendly with all students and very willing to help. Teachers need to tell students that if they ignore relationships they are at peril. A remedy to this behaviour, a sad discovery, is cultural awareness education and then certainly good students will show that they are good also when studying abroad.

In general, students seldom interrupt a teacher or ask for additional clarification. In the western world much education is based on healthy, vigorous debates and exchanges. Such behaviour could be a dilemma if practised into the WMU concept.

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4 Retrieved from www.mildstonescreations.com
To achieve a multicultural classroom society, does not call for any new and special virtues. “The question is rather, in what ways should the traditional virtues and attitudes be accentuated or expressed in a multicultural context” (Roth, 1999, p. 70).

When a teacher wishes to understand a student’s learning method the student’s both psychological and physical environment must be taken into account; an extension of Bronfenbrenner’s environments. If the saying: birds of a feather flock together, is correct and in the classroom students come from many different cultures, it is evident that there are many different psychological environments the teacher has to look into and understand in order to perform well. Bearing in mind that the psychological environments also are subject to constant change, at least in the beginning of a course (normally, later in the semester it will crystallize and be more transparent, obvious and identifiable). A student’s psychological environment consists of everything. His or her function and relationships at a given time puts a meaning to the person (Bigge & Shermis, 1992). This environment is surrounded by what a person makes of his physical-social environment or in other words the person’s life space (ibid.). It is then a teachers challenge to be included in this the student’s life-space; in other words to get the student’s attention. This is normally not a problem at WMU because of a general high intellectual level among WMU students.

To be included in the student’s life-space should not be a struggle for the teachers if the students are highly motivated and eager to learn. The challenge for the teacher is to understand a student’s particular life-space and what impact this space has on the student’s learning and effort to get good grade. A good method of support is to accompany the students on their field studies; a unique and supportive ingredient of the curricula at WMU. To understand a student’s psychological environment and use it in context, and with respect, will simplify teaching matters. There is another saying: Tell me who is your friend and I will know who you are; a saying that adds to the first proverb and indicates how difficult it really is to get a good grip on this issue from a teaching point of view.

Another observation to a teacher’s understanding of the students is the student’s choice of seating. For example, it is not a new issue to understand the reason why some students choose to sit near the rostrum and some in the rear of the classroom. According to the conversation cited below the reasons might be different in a classroom with a culturally homogenous student composition.

IR: Where do you sit for instance in CP Hall: front, back or (IE: in the back) (laughing). Why you sit in the back?
IE: Nnnnnnnn I don’t know. Maybe my behaviour (.) but in my University [in country X] I like to sit in the front at front close to professor but it depend on (laughing) / I don’t
know ….. Because the seminar is not too serious sir, I think (Horck, 2006, Paper IV).

Apparently, each teacher has to draw his or her conclusion on the student’s seating choice. It becomes inappropriate to generalize students’ choice of seating. The seating could differ from teacher to teacher and depending on the student’s like/dislike of the subject. If a substantial number of the students sit in the rear end of the classroom the teacher should start to reflect and ask himself: why?

In the WMU situation the seating seems to depend on the language mastered by the professor and by the student’s language ability. If the teacher is speaking with many expressions unfamiliar to the student the reason for choosing a rear position could be to be able to check the teacher’s vocabulary with a colleague known to master the English. This can be done by taking a rear seat whispering without disturbing the teacher.

5. The assessment dilemma

Cooperative learning and case studies have many advantages. However, a set of problems contribute to a negative impact on the assessment of those students who by nature do not participate actively in group work. The reason for non-participation can be manifold but certainly inherited culture is one. Perhaps, when group work is assessed the non-talkative students draw the short straw. If so, with it follows an unfair assessment. This perhaps is the reason why some teachers avoid class-work assessments. One student, a man from Africa, expressed himself with the following remarks:

IE: … my talking in class helps me (.). I only ask what is in doubt in my mind. … This I don’t think has any impose [impact] on my assessment. … You must take also what happens in the classroom as a basis for assessment.

A good learning alternative would be to give students practical experience; job placement arrangements, internships or on-the-job training. A problem here is to evaluate the training, especially if the hosts receive students with no compensation or incentive. No doubt, to have fact-knowledge is very important within any area of education. “But to make them (facts and rule-based knowledge) the highest goal of learning is regressive. There is a need for both approaches” (Flyvbjerg, 2001, p. 72, author’s parenthesis and italics). Many students would sympathise with the conclusion on learning expressed by Flyvbjerg: “Concretely, context-dependent knowledge is therefore more valuable than the vain search for predictive theories and universals” (ibid., p. 73). This is concretely realised by WMU students who prefer to take elective subjects in the 4th semester and to learn more and widen their maritime knowledge, than those students
who prefer to develop a particular specialisation by writing a dissertation. The assessment of the students choosing electives and those writing dissertations is equally valued.

Perhaps, general assessment practices have to be rethought to suit a mixed student body. In addition to the students writing exams and assignments it could be fair to include assessments in:

a) Individual contribution-level in group work  
b) Individual classroom activities

To add these assessment criteria would be useful to a culturally shy or withdrawn student. A person in a managerial position has to build a talent in formulating ideas verbally. The reason for a) and b) is also to accommodate the students who are better at expressing themselves orally than in writing. Thus b) might be a hard challenge for all teachers because often permanent teaching staff do not meet the students for longer periods. It will therefore be difficult to remember their names and in addition the students’ names are not very common in the western world and this adds to the averseness to class assessment.

Teachers should adapt their lectures to give room for students’ thinking aloud. This would reflect a better anticipation of efforts and minimise differences in a student’s various achievements. It will contribute to construct a teacher’s sense of efficacy.

To properly prepare a student for upcoming academic challenges, the educational institution should have a written policy on assessment methods in addition to the teaching policy earlier discussed. Students are entitled to know how they will be assessed before entering their Alma Mater Studiorum.

The above is deduced from the conversations and interwoven some reflections of mine. It has been shown that Bronfenbrenner’s environments also are very applicable on grownup students studying in a multicultural setting.

Future Research

This study has focused on the problems that can face students in a multicultural learning environment and awakening academics addressing a multicultural student body on the need to accommodate different learning styles. The environmental impact on learning has also been discussed. What would be interesting to picture is how the teacher cognate what the students say i.e. the opposite to what is discussed on students’ cognitive styles. This reception of utterances, from the other side of the rostrum, assumable has an impact on the success of the lecture. This query, of course, is relevant if the students are allowed and are willing to interact in class.
Concluding Remarks

To get an understanding of how humans react and respond in a globalized learning environment, teachers and students, should receive some form of induction or stimulation training and exposure to an obligatory and new discipline: intercultural management (including cultural awareness education and cultural sensitivity training). This study has given a clear message that such a discipline would be beneficial to all involved in the educational process. The questions below have convened a positive response:

a) Do the seafarers and the students in MET need to take a course in cultural awareness? – Yes.

b) Is it necessary to raise the level of the seafarers’ English skill? – Yes, because it is the thalassic language (since the age of Enlightenment).

c) Is multicultural diversity benefiting the shipping industry? – Yes, with the same reason as the integration and promotion of women in the maritime industry as referenced in Resolution 14 STCW-95 and at the First Summer Institute in Women’s Studies in 1981.

d) In the 21st century, do MET teachers and students in MET need to take courses in cultural awareness and cultural sensitivity? – Yes.

In a modern society, each separate curriculum should have an element of cultural awareness as well as an element of the gender perspective. Experience and exposure to values of others give students and teachers an opportunity to develop and understand their own terms of reference and to better appreciate the idea of cultural challenges that can improve their learning environment.

A concluding sentence to underline the value of education in cultural awareness and sensitivity is appropriately expressed from The United Nations Conference on Trade and Development (UNCTAD): “Demonstrations and illustrations are needed to prove that cultural diversity is a source of enrichment for society. Diversity offers new capabilities, skills and opportunities” (Stenou, 2004, p. 129).

References

(Non-English titles are translated and put in square brackets).


Horck


Redvall, Eva (2006, 7 January). Mångkulturar: ”Vi som är svenskar måste släppa in och släppa taget”. Vad är mångkultur för dig? [We, who are Swedes have to let in and let go. What is multiculture to you?] *Sydsvenska Dagbladet*, 158, pp. 6–7 (B).


The Gender Perspective in Maritime Education and Training

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Abstract
The aim of this article is to show if and how European maritime education and training institutions have met the increasing enrolment of women, and how shipping in general has reacted to gender equality. WMU has partly been the source for finding data related to studies in a multicultural and gender (minority) mixture of students and professors. In addition to a questionnaire to maritime education and training institutions, unstructured conversations with WMU students and professors have contributed to fact findings.

Apparently, there is more to be done in order to have women compete on a level playing field in the sphere of shipping. Shipping is historically male dominated and conservative, so it is well understood that there are ropes to be untied.

In this article, there are examples on how stakeholders in society have introduced policies on how to meet diversities. It is recommended that universities seriously pursue this trend.

I wish to appeal to educational institutions to publish a university policy on the gender perspective and diversity management in general. The policy must be in writing in order for staff and students to understand and remember the content of the policy. This is an issue that should follow the quality assurance aims and goals and should be posted in a public place within the university’s premises for everybody to be reminded.

Keywords: Gender, Maritime Education, WMU, Diversities, Women

1 Preface
The reason for this study has been the growing number of female students at World Maritime University (WMU, inaugurated by the International Maritime Organization (IMO) in 1983), the female intake at maritime education and training (MET) institutions and a growing presence of women working onboard ships and at various maritime stakeholders’ offices ashore.

Seafaring is often considered to be a high technology career best carried out by men. Although it is considered to be a very tough job, the number of women both in shore employments and onboard ships is gradually growing.

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Isolation and loneliness are major human problems because of the often small crew complements. Fatigue and diversity have become a safety problem and occupational health problems are frequent. The industry, from an international point of view, is trying to master these problems with new ideas that perhaps have not been properly founded. The issue of crewing is one of these challenges. A part solution is to recruit women to overcome the growing shortage of seafarers. Men appear to appreciate shore jobs more than the challenges at sea.

To crew ships with women should not be a hindrance because it is not muscles that are required but good judgement and professionalism. In addition, women are known to have a caring attitude, something with which they identify themselves. This characteristic, most probably, would increase the retention rate that also has become a dilemma for many shipowners (hereinafter owner). Therefore, shipping should accommodate women to have equal possibilities and be equally treated as men onboard ships as well as at worldwide MET institutions.

The fact that more and more women come to study at worldwide MET institutions leads to the question: Are the MET managements and their faculties ready to receive this cadre of women?

2 Introduction

The UN Universal Declaration on Human Rights (UDHR) celebrated its 60 years in 2008. It is a document translated into most languages but not necessarily the most read. Robinson is an optimist and explains that the reason for the slow development of the Declaration is to be found in a badly rooted holding among people in general (Det är ett privilegium… 2008).

The effort to give all humans the same possibilities is nothing new in itself. The UDHR, dated 1948, has 30 articles. The two articles below have a special concern to this study:

Article 23
“(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
(2) Everyone, without any discrimination, has the right to equal pay for equal work.”

Article 26
“(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.” (The universal … 1948)

1 From 1990 to 1997 she was the first female Irish president and is the Chairman for the Council of Women World Leaders.
When reading the complete Declaration, it is clear that all the rights are individual, which means: they are for everybody. The respect for the individual is paramount and important at a time when the rights of groups have a tendency to voice themselves as superior. It is not the females that should have the right but each individual woman and individual man should have an equal right. In the Declaration, the people of the UN have reaffirmed their faith in fundamental human rights, in the dignity and the worth of the human person, in the equal rights of men and women. The organisation is determined to promote social progress and better standards of life with increased freedom. In this paper equals mean that men and women have the same possibilities and access to the same playing field under the same conditions.

The world has seen several conferences on women’s issues. In 1985 in Nairobi, a resolution emerged stating that feminism is not monolithic. Ten years later, during a conference in Beijing, it was agreed that the empowerment of women is best achieved by gender mainstreaming which incorporates both equity and equality. Now 18 years later it is time to contemplate if this has lead to any differences.

There are feminists who believe that gender mainstreaming is about “… optimising gender-specific human resources … and has little to do with promoting women’s rights … as feminist principles cannot be expressed without provoking revulsion” (Newman 2008, 6); a distaste that probably appears both among men and women.

On 30 March 2008 the UDHR Declaration was supplemented with a resolution on religious insults. Again, the human rights are individual and the respect for the individual is a principle clause. The perspective in the new resolution is the opposite: the individual has become a subordinate clause to religion (Ohlsson 2007). Though, when gender issues are discussed men and women should still be on equal terms according to the Declaration. It should not be forgotten that the equality issues concern everybody; not to any specific individuals or groups.

In the WMU handbook it is declared that practising equal opportunities are part of the WMU policy. Aggrey (2000, 7) points out: “In its 2000 Academic Handbook on page (5) it is stated, … has adopted an equal opportunities policy and positively welcomes applications from women, who are currently underrepresented in the field of employment … This is really an encouraging piece of advertisement ….” The same sentence appears in the 2009 Handbook. Since several years, WMU has sponsored female students. This sponsorship has been possible with money generated from professional development courses and projects.

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2 Gender mainstreaming is the public policy concept of assessing the differential implications for women and men of any planned policy action, including legislation and programmes, in all areas and levels. Retrieved on 5 January 2009 from: http://en.wikipedia.org/wiki/Gender_mainstream
3 Diversity

More and more women find their living from work as officers and ratings in the merchant marine. Studies (Aggrey 2000; Thomas 2003; Kajser 2005; Horck 2008; Jonasson 2008; Scorza 2008) have shown that a woman’s life at sea has not been problem free and many women have quit work before they have become Captains or Chief Engineers. Could the reason be that the MET courses do not properly prepare female and male students to meet a joint gender work situation? Or, is it because the women have to adjust their gender perspective in order to survive in a male dominated career structure?

It is symptomatic that very little change has been made on gender in shipping codes and regulations. One example of change could be in the text “… all ships shall be sufficiently and efficiently manned” (IMO 2009, 251) where manned should be replaced with crewed. Perhaps in due time, more and similar examples of gender assimilations can be explored.

The behaviour of boys and girls and women and men is something that is being attributed or stereotyped at an early age; at about two to three years old (Foldy 2006). It is not impossible that stereotyping starts earlier than at age two. According to a number of scholars, gender stereotypes follow a predictable form. Most people identify men “… as assertive (forward), self-sufficient (independent), courageous, confident, logical and instrumental (influential) (Foldy 2006, 352, author’s parentheses). According to Cicero, a man’s chief quality is courage. Women are characterized as: “… nurturing, emotional, sympathetic (concerned), modest and gentle” (ibid., author’s parenthesis). It is further stated that women are more likely to find their identity in relationships and men seek independence finding their identity from their work, i.e. women are relationship driven and men are work driven. Included in the categorization of the gender is the masculine competency to be proactive and the feminine typically one of having interpersonal skills. Other work has questioned the perceived differences to be real in practice (Hoffman and Hurst 1990). Of course, with this saying, there are no rules without exemptions.

A best-brother-mentality is favoured by the presence of women; in the same way as groups of only women are favoured by the presence of men. But one man or one woman is not enough (Avellan 2009, author’s translation). With a gender representation of 50–50 the gender aspect would be neutralised. The above arguments hopefully encourage the owners to seek a higher female representation both onboard and ashore at the company’s offices; several angles of approach are better than one. A possible threat to a manifested gender representation is that the women already having executive positions would consider it to be an insult that they have not been awarded their positions because of their outstanding competence.

Foldy (2006) prefers to use the word schemes instead of stereotypes because the latter normally has a negative connotation.
There are strong arguments that the reputable Lehman Brothers\textsuperscript{4} would not have had to go to bankruptcy if the management had had women sitting among the decision makers (Avellan 2009, author’s translation). Avellan concludes that when Japanese bank managers cry it is a formal procedure and not a manifestation of transformation into soft management.

\section{Women Studies}

“One problem has been the sustained attack on women’s studies as a soft subject appealing to fringe elements and perpetuating old-fashioned, irrelevant debates” (Oxford 2008, 38). Some people even argue that women’s studies are the centrality of feminism and are equally relevant in debates such as West versus Islam or global security. Oxford finds that women’s studies have many detractors including female critics. Hoff-Summers argues in her book \textit{Who Stole Feminism}\textsuperscript{5} that “… women’s studies encourages ‘paranoid theories about patriarchy’…” (Oxford 2008, 38). An un-opportunistic question might come to hand with such comments: Do women gain by selected writings about them? Probably yes probably no. I believe that women and men should be equally written about and gain from uplifting information. Femininity or womanliness is the character of the human woman and it can be subject to comparison. Masculinity or manliness is the complement of femininity and it can also be subject to comparison. Men and women are different (Chin 2007). So why hide the possibility to compare?

A general impression is that despite the broad representation of women in many company workplaces, including shipping, gender inequalities stay behind. Men and women all have different stereotypes of each other. Many of these images are contradictory; there is no harmony between stereotypes of the same gender. Foldy (2006, 351) has the opinion that “… individuals can use these internal inconsistencies to push through superficial understandings of gender”.

A prerequisite for success in higher studies requires that the student has a flexible mind to cope with eventualities. Lack of flexibility could be seen as a general hesitance to diversities, cultural as well as gender, and becomes a barrier to good communication. A number of studies have concluded that “… embedded images of men and women contribute to gender differences” (ibid, 366).

Generally, it is an elusive task to identify gender assets. People have many contradictory images related to gender and also to cultural differences i.e. diversities in general. A serious prejudice is that many people believe that Western thinking is preferable. Nobody is totally free from prejudice and stereotyping is often based on skewed sources.

\textsuperscript{4} Was a global financial-services firm that did business in investment banking, equity and fixed-income sales etc. On September 15, 2008, the firm filed for Chapter 11 bankruptcy protection. The filing marked the largest bankruptcy in U.S. history and became the start of the world’s financial crises.

In order to be able to cope with and tolerate diversity, a cardinal prerequisite is to be able to listen to others. To find space, tolerance and time to listen to one another is not always given by nature, it has to be learned and exercised. To have the ability to work well with other people and particularly across cultures should be an academic input in the education of modern managers. The teachers’ aim should be to prepare the students and give them the ability to be global managers; naturally very important in shipping. Therefore, the teacher should involve students in teamwork and ensure a sense of equality. Relationships are almost a must in order to survive in today’s world; you cannot be *ein/eine Einzelkämpfer/in* anymore. In particular, this is the reality in shipping and especially in a multicultural classroom.

Often, sexual harassment is mentioned as an obstacle to women careers at sea. It appears not to exist a harmonized way to explain what is meant with sexual harassment. Is a man addressing a woman by saying … *but little woman* (… *men lilla gumman*, in Swedish) considered to be sexual harassment? Today it is, because one would not expect a woman to be addressing a man with … *but little man* (… *men lilla gubben*, in Swedish). The example above is pretty harmless but those who argue that the gender perspective deserves to be looked into from any little hint of unequal treatment are perhaps carrying the equality issue too far and it becomes unrealistic and too sensitive. The message is that when we hear or read women expressing that sexual harassment is a common phenomenon in shipping, before arguing one must examine what the informant really means and what the message really contains. People have a tendency to put different values to this notion. Not only values – in the mid 1990s Hoff-Sommers describes feminism as a victimisation with serious implications for the whole world. To balance this, perhaps, it is the men who should realize that women have the same rights as men and be given the possibility to compete on the same level-playing field. She argues that American feminism movements persuade the public that women are not as free as they think they are. However, not all, perhaps it is the minority of the women that think that they live in an oppressive male hegemony.

The following two examples verify that there is, or could be, a problem between women and men working together. The United States Coast Guard (USCG) and the English Maritime and Coastguard Agency (MCA) have issued memos on harassment to make staff aware and behave according to a set policy. These documents are signed by the top management and placarded for everyone to read.

Goal 3/target 4 is a millennium indicator of the UN to promote gender equality and empower women (Millenium … 2000). Despite such efforts, the doors to the work-market open slowly for women and there are huge disparities across and within countries. For instance, the *Hand in Hand International* (HHI) is an initiative to make it possible for women to have an equal salary based income.

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6 German for lonely fighter.
The United Nations Development Fund for Women (UNIFEM) is the women’s fund at the UN. It provides financial and technical assistance to innovative programmes and strategies aspiring to foster women’s empowerment and gender equality.

In April 2008, the WMU organised a conference on Empowering Professional Women in the Maritime World, as part of its initiative to attract high-flying women to its student body. After the conference, Lloyd’s List had an article Breaking down barriers where it was noted that “… there is nothing special about ships and shipping which should make it male-dominated, except habit” (Breaking… 2008, 11). This is a good signal, because in the future perhaps there will not be enough capable men available to fill managerial jobs in shipping.

From my literature review I have noted that authors who write on management are often of the opinion that women have become more assertive and practise an assertive management style and take an open responsibility for what they say and do.

Below there are four suggested actions to ensure that employed women function equally effective as men:

“The first is to acknowledge the fundamental difference between women and men, the biological fact of maternity. The second is to provide flexibility for women and men who want it. Third is to provide women who already have basic leadership traits with the special additional management skills and tools that are vital to excellent performance. The last action you can take is to improve the corporate environment by removing barriers that exist for women and not for men” (Schwartz 1992, 111).

I believe that removing barriers and getting rid of conservatism is a good start to give women access to the same playing field as men.

5 Women – As Students at MET Institutions

It is not until in recent decades that women in most societies have had access to careers beyond the traditional one of the homemaker. The shipping industry appears not to be an exemption from this trend. Below follow five random examples of proactive MET institutions that have a substantial female student complement.

The Wismar MET College at Warnemünde reports that 15% of the students in 2008 are women. Out of Germany’s 3,600 merchant marine officers 55 officers (about 1.5%) are women (Brewer 2008). From 1,400 Masters 30 are women (about 2%).

In the same article, the Tolani College in India reports that more than 100 women have taken up a career as deck officers or engineers.

In Sweden, the MET institutions in Göteborg and Kalmar have experienced a record intake in 2009 to the Master and Chief Engineer courses. At the Kalmar MET institution
11 women (four in engineering and seven in nautical courses; 7%) were enrolled in
2008 out of a total of 156 students. In Göteborg a similar percentage is observed. At
the Göteborg MET, a female counsellor has been employed to meet the increase of
female students.

A healthy job market is also observed in Norway. “Norwegian maritime schools are
experiencing a formidable explosion of new applicants (men and women)” (Nilsson
2009, 52, author’s parentheses).

It is noted that there is a future uncertainty for sea service employment. The prob-
lem is that the owners have difficulties to find experienced seafarers. Skills in this
profession are usually developed through practice i.e. the owners have to have cab-
ins available for cadets of both gender in order to give them the required practice.

6 Women – As Students at Higher Academic Maritime Studies
In this section there is a general study of the whereabouts of former WMU female
graduates and their occupation and engagement in MET.

In 1983, when the WMU was inaugurated, there were two female students enrolled:
one from Cuba and one from Colombia. The Cuban female student became the ex-
ternal representative of Cufleet (the state owned Cuban shipping company) in Rotter-
dam. At present, the Colombian female student is the owner of a chartering company
specialised in designing quality systems for shipping companies in Canada.

The students’ intake in 2007, i.e. the cohort that graduated in 2008, had 86 students
enrolled in the 17 months programme and 12 students in the nine months accele-
rated MSc programme. Women were represented with 24 students (27.9%) enrolled
in the 17 months programme and one student (8.3%) enrolled in the nine months
accelerated MSc programme. Totally, the women represented 25% of the graduating
class of 2008. The above figures show a dramatic recruitment development of female
students in a still, to a certain extent, male dominated industry. Probably, this devel-
opment is a healthy strategic change in an expanding shipping industry.

The students graduating in 2008 bring the total of graduates from the Malmö pro-
gramme to almost 2,100 from 144 countries. About 35% come from Asia, 32% from
Africa, 14% from Latin American and the Caribbean, 12% from the Middle East and
North Africa, and 5% from Europe and North America. Since the year 2000, the
women have made up an average of about 20% of the yearly student intake.

The WMU graduates take up senior positions such as managers, administrators,
policy advisers and educators in the maritime field. Students who have a seagoing
background rarely return to work onboard ships.

In the following sections, a number of studies are discussed which indicate the WMU
students’ academic performances and what capacities former WMU female graduates
have on the MET rostrum. The aim of this discussion is to show that the academic performance of women in higher maritime studies is equally successful as that of the men and that pedagogy should be introduced to all students.

This section has three subsections:

1) Academic performance of WMU students of both gender
2) Women working on the MET rostrum
3) Discussion

1) Academic performance of WMU students of both gender
When comparing the academic results of women and men in the years 2001–2005\(^7\), it is clear that the achievements are virtually the same. During these years seven female students (7.1%) out of a total of 99 students received a grade A\(^8\) after their first year of studies. The corresponding result for men is 31 students (8.3%) out of 374. In the second year, eight female students (8.4%) out of 95 received a grade A and 25 (7.1%) male students out of 350 received a grade A. When the average of the grades from the consecutive two years is calculated 7.8% of the female students and 7.7% of the men obtained a grade A.

In Table 1, a gender comparison between the MSc students’ cumulative grade point averages (GPA) for the 2001 to 2008 cohorts is presented. The cumulative grade scale runs from 0 to 4. It is apparent that the two genders are equal in their academic achievements. Noteworthy is that the students, as a group, have not academically changed very much during the eight year period because the grade averages have remained almost the same. Another remarkable observation is that the grade average is comparatively high (about 3.3 = 83%).

The women have a slightly lower minimum average GPA than the men and they have a higher maximum average GPA than the men. But all differences are marginal, so the men and women achieve almost the same grade point average. Perhaps this is explained by a pedagogy that is not suited for the women or that there are environmental factors making the women’s grade-achievements not much better than those of the men. From a holistic viewpoint the women should do a little better (Avellan 2006; Horck 2006). Another reasonable explanation to the small grade difference is that many of the female students have families and children\(^9\) i.e. there are a lot of obvious and possible worries that could deviate a woman’s mind from studies and the more when she is in Diaspora. The men can, of course, also worry but as mentioned earlier there are differences between the genders.

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\(^7\) The year 2001 has been chosen as a starting year for the comparison because it is with the 2001 batch of students when the grade-point system was introduced at WMU.

\(^8\) Grade A means: A−, A and A+.

\(^9\) Today, students’ average age, at WMU, is about 32 years.
Table 1. Cumulative grade point average 2nd year
(final 2nd year all students, men and women) 2001–2008

<table>
<thead>
<tr>
<th>Batch/Year</th>
<th>All Students</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GPA</td>
<td>No. of Students</td>
<td>GPA</td>
</tr>
<tr>
<td>2001</td>
<td>3.24</td>
<td>97</td>
<td>3.24</td>
</tr>
<tr>
<td>2002</td>
<td>3.29</td>
<td>101</td>
<td>3.30</td>
</tr>
<tr>
<td>2003</td>
<td>3.33</td>
<td>95</td>
<td>3.31</td>
</tr>
<tr>
<td>2004</td>
<td>3.29</td>
<td>99</td>
<td>3.31</td>
</tr>
<tr>
<td>2005</td>
<td>3.27</td>
<td>94</td>
<td>3.26</td>
</tr>
<tr>
<td>2006</td>
<td>3.33</td>
<td>105</td>
<td>3.32</td>
</tr>
<tr>
<td>2007</td>
<td>3.33</td>
<td>95</td>
<td>3.32</td>
</tr>
<tr>
<td>2008</td>
<td>3.31</td>
<td>98</td>
<td>3.34</td>
</tr>
<tr>
<td>Average</td>
<td>3.299</td>
<td>98</td>
<td>3.300</td>
</tr>
<tr>
<td>Max.</td>
<td>3.238</td>
<td></td>
<td>3.240</td>
</tr>
<tr>
<td>Min.</td>
<td>3.333</td>
<td></td>
<td>3.340</td>
</tr>
</tbody>
</table>

2) Women working on the MET rostrum
The four studies (a–d) below focus on female students employed in education after graduation. Such a study might indicate that the WMU students in the future would benefit from a compulsory subject in pedagogy (of course, a subject both for women and men) and this without compromising the IMO mandate.

From the WMU Directory of Graduates 2008 (hereinafter Directory) it is possible to withdraw the job-profile of former WMU students. The study assumes that the students have submitted information on promotions to WMU. To ensure accuracy in the findings, contact has been made with some students in order to assure that their present work is correct.

a) Women from all courses 2007–2008 working in MET
From the 2007 and 2008 batches, a total of 196 graduated MSc students, 54 students (27.6%) have taken up work on the rostrum in different positions like: professors, associate professors, lecturers or instructors. The students come from the following courses: MET – 25 (4) persons (naturally – it is the idea with the course, one would assume), MSEA – 9 (1) persons, SM – 7 (3) persons, MLP – 6 (1) persons, PM – 5 (0) persons, MEOM – 1 (1) person and ICOM – 1 (1) person. Of these 54 students, eleven (indicated in brackets) are women. Present WMU course abbreviations are explained in Annex A.

b) Women from the MET courses 2000–2008 working in MET
This analysis aims to find the number of women from MET courses from 2000 including the 2008 batch that have their income from MET and working as professors,
lecturers or instructors. 12 former MET female students earn their living from work on the rostrum (70.6% of the MET students), see Table 2. Some academic staff members also have administrative work.

From the batches in Table 2, two female students later obtained a doctoral degree. Five female MET graduates are not working in MET. None of the women has become a MET principal.

**Table 2. Female graduates from the WMU MET courses 2000–2008 working within national MET**

<table>
<thead>
<tr>
<th>Country</th>
<th>Year*</th>
<th>Students in Course</th>
<th>Professions (in 2009)</th>
<th>Not work in MET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professor</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Ghana</td>
<td>2000</td>
<td>14</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>2000</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>USA</td>
<td>2000</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>2001</td>
<td>12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ghana</td>
<td>2002</td>
<td>12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>2002</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lithuania</td>
<td>2003</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>2004</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>2005</td>
<td>15</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Iran</td>
<td>2006</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>2006</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Myanmar</td>
<td>2007</td>
<td>14</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Viet Nam</td>
<td>2007</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>2008</td>
<td>14</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nigeria</td>
<td>2008</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>2008</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Myanmar</td>
<td>2008</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>17</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>110</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Year 2000 is the first year when women graduated from the MET course  
** There were no MET female students in 2001

c) Women from any other course than the MET course 1985–2008 working in MET

This analysis aims to find the distribution of women with an WMU MSc and that have taken up work on the MET rostrum. The inputs in the Directory perhaps do

10 In 1985 two batches graduated.
not always indicate students’ status quo. Therefore, a manual control has been done in order to have a good as possible information on students’ whereabouts. Inadequate Directory data has been corrected as good as possible.

To get the longest term indication on women in MET the period from the first enrolment in 1983 (who graduated in 1985) to the 2007 batch (who graduated in 2008), has been chosen. In total, 21 women (7.2%)\(^{11}\) work on the rostrum. In other courses than the MET course, apparently, female students are also occupied with lecturing at national MET institutions. It is assumed that they lecture on subjects that they have learned in the non-MET courses, for example, chartering, accounting, management, marketing, maritime law, ocean management and similar subjects. At WMU these students have not learned how to address students in the classroom (pedagogy). Though, there is a two credit elective subject in the fourth semester, Teaching Pedagogy 1, which provides an opportunity for the students who are interested.

d) Women from any other course than the MET course 1988–2008 working in MET
To get a slightly shorter term indication on women working in MET, the period 1988–2008 has been chosen. About 11\% of the WMU MSc graduated women work on the MET rostrum.

Table 3 summarises the distribution of female graduates that work on the MET rostrum i.e. the results from the four studies a–d. The table does not take account for men that have their income from the MET rostrum. The percentages indicate that a substantial number of female graduates are teaching.

<table>
<thead>
<tr>
<th>Period</th>
<th>Study</th>
<th>Courses</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MET</td>
<td>All but MET</td>
</tr>
<tr>
<td>2007–2008</td>
<td>a</td>
<td>x</td>
<td>5.6</td>
</tr>
<tr>
<td>2000–2008</td>
<td>b</td>
<td>x</td>
<td>70.6</td>
</tr>
<tr>
<td>1983–2008</td>
<td>c</td>
<td>x</td>
<td>7.2              An increase of 0.6% /y</td>
</tr>
<tr>
<td>1988–2008</td>
<td>d</td>
<td>x</td>
<td>11.0             An increase of 1.8% /y</td>
</tr>
</tbody>
</table>

In the 2009 WMU MET course curricula a major part contains subjects like management, accounting, economy, administration and law with an effort to educate MET administrators and MET managers. Today, to educate good teachers is apparently not the prime aim of the MET course. Though, the industry, with sophisticated ships, need better trained crews educated by better trained teachers.

\(^{11}\) Between the enrolments 1983 and 2007 (the inaugural batch and up to including the 2008 batch), excluding the MET courses, there have been 292 female students. The shipping management courses have had the most women (77) followed by the port management courses (47).
3) Discussion
I believe that the MET course should focus on an education where the students learn pedagogy and obtain more knowledge and insight in MET subject-areas and this in order to improve them as educators. As a consequence, the owners will have confidence in the MET end-product – professional seafarers. Later in life, these seafarers will be confident onboard instructors remembering good examples from their MET professors. This will decrease the high accident rates (one grounding or one collision or one fire onboard per year is one too much, even considering the many ships sailing the seas) and the bad reputation that the industry still is struggling with and was struggling with at the time of the WMU inauguration in 1983. It was for such reasons and reasons alike that WMU was established.

The oil majors’ vetting inspectors, industry inspectors and governmental surveyors often find ships’ officers substandard in their way of professional performance (Grey 2009). WMU therefore has a serious and strong mission to educate good teachers. Good teachers know their subjects both theoretically and practically and know how to address students. Also ship surveyors and inspectors need knowledge in pedagogy in order to be able to explain in a human and educative manner the various deficiencies that they find. Spare the industry from surveyors with a besser-wisser attitude (a consequential person’s attitude, in German language).

It is justified to introduce pedagogy to all students, not only to the students in the MET courses, because any student from any course most probably will revert to teaching or be assigned a presentation/lecturing assignment to disseminate learned knowledge to colleagues in their home country. It is also a manager’s skill to be able to explain concisely and comprehensible. Therefore, pedagogy, or better andragogy (addressing grown ups), should not be an elective subject but a mandatory subject given to all students who aspire to be managers.

Neither is the gender perspective discussed as a common subject for all students at WMU. The issue is not mentioned in any curriculum. Today, it is not wrong to state that in almost any research project the gender perspective is included in some way or another. In a male-dominated industry like shipping, and with the increasing number of females moving into this industry, attention should be focused on the gender perspective.

It has been noted that there was no major problem in the WMU students’ ability to find a consensus decision during group work assignments, though it was not problem-free (Horck 2002, 2006). The seafarers tried to take command, however, they quickly realised that their colleagues with an academic background can also command. The women showed a tendency to take the back-seat in discussions. Though, often at the end of the discussion, the women could not keep quiet and reminded the others in the group on what was discussed during previous lectures, field studies, etc. Such remarks made the group rethink and the discussion took a different turn.
Men are task oriented and women are process oriented (Foldy 2006). She concludes this by sense-making since this is a process through which we understand our world by stereotyping. Therefore, it is recommended that the WMU faculty and management make it possible for the women to show their better sense and not be forced by culture to take the back seat.

As the saying goes, educate women and you will educate the whole nation – the whole ship, the whole company. With this statement it is good to note that there is an increasing number of women being enrolled at WMU.

The following sections will describe the women’s struggles for equality onboard ships and in MET classrooms.

7 Women – As Seafarers

It was not until after the First World War that women started to locate their source of revenue onboard ships. It was an income of survival. A lot of these women became widows because of the war and lost their living support and it was difficult to get a shore job. The war changed the status of women’s work. Coons (2008, 144) writes that “… the new women gather momentum after 1918”. On ships, these women mainly worked as stewardesses and a complex subculture developed below the decks on mainly passenger ships. Shipboard employment was for them also a way to escape from empty lives.

The owners’ personnel-managers started to realise that stewardesses, besides doing normal work, also possessed a valuable quality of human understanding. They often became confidantes.

A negative opinion towards mustering females was their interest in gossiping and partaking in too much conversation. Coons describes these women to “… comprise the thin edge of the wedge” (ibid., 152). In time, social barriers dissolved onboard. Although, many owners put in their policy that they did not encourage relationships between male and female crew members, no matter what ranking. At the same time the owners and the ships’ officers did not want the women to be independent-minded individuals. Even the unions were reluctant to care for female seafarers.

After the Second World War, it became easier for women to take up seafaring jobs and Scandinavian owners took the lead in recruiting women. Moreover, it was not until about the 1960s that the females could bring to an end the feeling of being a speck of dust in the eyes of superiors. Not until the mid 80s did women begin to find officer-rank commissions. But still, in the beginning of the 21st century, Captains feel uncomfortable with female engineers on their ships (Scorza 2008; Jonasson 2008; It is not easy… 2007). I believe that working in a hot and dirty engine room is the antithesis of a feminine environment. Despite this, modern women are on their way to sea; women who have changed gender biases.
At sea one has to tolerate a lot that one is not always in sympathy with. Though, a person characterised as careless, negligent or disorderly should not be accepted at sea. If a person wishes to survive and enjoy a life at sea it is necessary and wise to accept that there are many unwritten rules and traditions to follow. Most people, when getting a liking to the life at sea easily gets caught with it. In a longer perspective, the owners can not rely on this subjective phenomenon to retain the crews. The owners have to introduce modern living standards and broadband onboard in order to keep the crew. Poor living and lack of contact with family are just two reasons why crew retention has become an owners’ dilemma. I believe that crews’ better life onboard is problematic to regulate so it must be a proactive owners’ move to improve the standards. If done, most probably, more women will take up work on merchant ships.

Generation gaps are not noted onboard ships as much as in shore jobs. Women try to keep and maintain their integrity with empathy and humour. A survival factor is the ability to recognize oneself and one’s eccentricity. The latter is the result of many experiences that have marked the individual. It does not help to become callous when a colleague harps on. Instead the air needs to be ventilated, and this immediately and in a decent manner, and the safety work can continue. This is how crew usually operate when onboard; perhaps, a manner to copy in shore jobs and that includes MET institutions worldwide.

Often, at sea there is no time for hesitation or discussion (Kajser 2005). Most things must happen at once and in a certain sequence. Persons who can take quick decisions are welcome to work on ships. Are women perhaps extra talented to take quick decisions and be able to do this in cooperation? I believe so.

An ILO commissioned study on women seafarers, mainly drawn on 22 in-depth interviews with senior executives of ship owning and ship management companies, suggested “… that a number of myths or connections regarding women seafarers continue to pervade” (Thomas 2003, 26). A seafaring woman reports that when it was time to sign off it was

“… a bit of an anti-climax … after all the excitement I’d seen and having to get back into the old routine that I had found so boring … I felt like an outsider then because they didn’t understand what I’d been through. So it was nice to get my next contract and go back again” (Coons 2008, 173).

Many women have become more male like after life onboard (Kajser 2005). Some seafarer-women found themselves totally incompatible with other women and, of course, this was not noted as something positive.

From this section, it can be noted that women at sea still have many obstacles to overcome.
8 Women – As Leaders
At the Queens University in Belfast, a project sought to realise female leadership potentials (Wojtas 2008). The aim is to boost women’s confidence. She notes that some men do not feel confident about this because in their culture only men are recognised as leaders. I assume that this is a common attitude and that many men sooner or later reach their incompetence level and part of that is because they can not accept female colleagues. In the men-culture one has to have some kind of leader-position sooner or later in life in order to live up to an unwritten understanding. In such environments, it is a pity that the women have to step back, especially if there is a more competent woman present.

From various sources, including articles in shipping journals and magazines, when female seafarers have been interviewed, it is more and more clear that women have hindrances on their journey to top ranking positions onboard ships (senior leadership positions). One example, among many, is Captain Pinasco (being a woman) who discloses that hindrances are there and exemplifies this by saying “I got accustomed to discrimination against women because Italians are not so open-minded when it comes to accepting women for certain jobs” (Scorza 2008, 40). The reason why there are few women at the highest positions onboard, Captains and Chief Officers, could also be explained by additional worries that come with the job. Women perhaps already have worries of having children and husband ashore. Another reason, though not exclusively a female reason, is that the salary increase is too small to have the extra responsibility that comes with the higher position. Perhaps, an alternative for the women who wish to drop the anchor ashore is to become academic leaders?

9 Women – As Educators in MET: A European Study
In order to know how European MET institutions meet diversity, one issue of interest, is to know how the MET handle the increase of female students bearing in mind the difficulties outlined in previous sections. Subsequently, a short inquiry was distributed to MET institutions. The general interest was to find out if the MET institutions have taken any consideration in employing female teachers to address or lecture female students? The study-result is balanced with the employment state of WMU. This is a relevant comparison and study because the shipping industry inherently tends to resist change; it is historically conservative. In the 21th century, many people are still suspicious. Normally, to introduce something new upsets our comfort zones.

A questionnaire was sent to the members of two major MET associations: the International Association of Maritime Universities (IAMU) and the International Maritime Lecturers Association (IMLA). A few other MET institutions have also received the questionnaire. Geographically, the following report focuses on European MET institutions.

20 MET institutions, see Table 4, answered the research questions, see Annex B. Some of these have managed to return with data from 1987, 2002 and 2007. The return
The difficulty appears to be the lack of MET institutions’ policy to keep staff records. Not all sample institutions have been able to get staff compositions 20 years back. It was easier to obtain data from five years back. The number of answering MET institutions is indicated with an n in Table 5. The following summarises the outcome of the study.

Table 4. European MET institutions partaking in the study

<table>
<thead>
<tr>
<th>No.</th>
<th>MET Institution</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marstal Maritime Navigation Centre</td>
<td>Denmark</td>
</tr>
<tr>
<td>2</td>
<td>Svendborg – SIMAC</td>
<td>Denmark</td>
</tr>
<tr>
<td>3</td>
<td>Estonian Maritime Academy</td>
<td>Estonia</td>
</tr>
<tr>
<td>4</td>
<td>Satakunta Polytechnic</td>
<td>Finland</td>
</tr>
<tr>
<td>5</td>
<td>EMM Saint Malo</td>
<td>France</td>
</tr>
<tr>
<td>6</td>
<td>EMM Marseilles</td>
<td>France</td>
</tr>
<tr>
<td>7</td>
<td>Hochschule Wismar</td>
<td>Germany</td>
</tr>
<tr>
<td>8</td>
<td>Bremen University of Applied Sciences</td>
<td>Germany</td>
</tr>
<tr>
<td>9</td>
<td>Maritime Institute Willem Barentsz</td>
<td>Holland</td>
</tr>
<tr>
<td>10</td>
<td>Latvian Maritime Academy</td>
<td>Latvia</td>
</tr>
<tr>
<td>11</td>
<td>Lithuanian Maritime College</td>
<td>Lithuania</td>
</tr>
<tr>
<td>12</td>
<td>Vestfold Maritime College</td>
<td>Norway</td>
</tr>
<tr>
<td>13</td>
<td>Gdynia Maritime University</td>
<td>Poland</td>
</tr>
<tr>
<td>14</td>
<td>Maritime University of Szczecin</td>
<td>Poland</td>
</tr>
<tr>
<td>15</td>
<td>Constanta Maritime University</td>
<td>Rumania</td>
</tr>
<tr>
<td>16</td>
<td>Faculty Nautical University Barcelona</td>
<td>Spain</td>
</tr>
<tr>
<td>17</td>
<td>University Cadiz</td>
<td>Spain</td>
</tr>
<tr>
<td>18</td>
<td>Kalmar Maritime Academy</td>
<td>Sweden</td>
</tr>
<tr>
<td>19</td>
<td>Chalmers</td>
<td>Sweden</td>
</tr>
<tr>
<td>20</td>
<td>Liverpool John Moores University</td>
<td>UK</td>
</tr>
</tbody>
</table>

The comparative years are 1987, 2002 and 2007. Year 2002 is added because of the difficulty to find data from 1987.

When calculating the averages I have not taken a no answer for a zero. If the institutions have indicated a zero then it has been registered as a zero. This has an important impact when calculating averages.

Table 5 illustrates the average number of teachers in the answering EU MET institutions and the average of females teaching nautical and engineering subjects to becoming officers in the merchant marine.
From Table 5 two questions will be discussed in this section:

a) Average number of teachers at EU MET, both gender
b) Average number of women teaching nautical and engineering subjects

**a) Average number of teachers at EU MET, both gender.**
From the sample the average EU MET institution has 66 teachers and out of these 11 are women (17%). During a 20 year period the number of teachers has increased with 14. In the same period the number of female teachers has increased with about seven persons. On a shorter term perspective, five years, the teacher increase has been about nine persons and for the women there is almost no change.

**b) Average number of women teaching nautical and engineering subjects.**
The study has focused on nautical and engineering subjects, logistics, economy, law and management. In 2007 the average MET institution had about 1.5 women teaching nautical respective engineering subjects. During a 20 year period the increase has been about one teacher in each of the two subject areas. In a shorter term perspective, five years, the teacher increase has been about half a teacher in each of the two subject areas; possibly a part-time working teacher.

Among the non-shipping subjects the women dominate in the subject of economy. There seems to be a reduction of female representations in the subjects of logistics, law and management, though it is marginal.

Apparently, with an average of about 11 female teachers at a national MET institution in 2007, not many of them were engaged in nautical and engineering subjects so it must indicate that they are teaching other subjects. To teach in any of these two subjects it usually requires or should require that the teacher has been at sea to obtain practical experience. If the teacher has a valid Certificate of Competency (COC), it would be even better because MET is still vocational; work oriented. What is not seen in this study is that the subjects of communication, first aid and foreign languages (English and Spanish; the latter for a long time the second most important language for seafarers), are possibly taught by women. With management, it is assumed to be management of people, i.e. leadership skills. Probably, as well human element related subjects in a wider perspective, are taken care of by women. In situations where the MET institution has been proactive introducing cultural awareness education it might be a women who conduct the course.

The Eastern EU states show a substantial higher number in almost all questions i.e. many people are employed in MET. This might be a reason why West European MET institutions will find the figures high in Table 5.

The introduction of female teachers in the engineering and the nautical MET class room has changed with about one person both the last five years and the last 30
years. Though, there is a remarkable increase of female students in MET, not only in Europe but worldwide.

Table 5. Number of EU MET teachers (an average)

<table>
<thead>
<tr>
<th>Year</th>
<th>Male and Female Teachers</th>
<th>Female Teachers</th>
<th>Engineering Subjects - Female Teachers</th>
<th>Nautical Subjects - Female Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>51.9</td>
<td>14</td>
<td>4.4</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>2002</td>
<td>57.4</td>
<td>13</td>
<td>10.1</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>2007</td>
<td>66.3</td>
<td>20</td>
<td>10.6</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.6</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>1987–2007</td>
<td>+14</td>
<td>+7</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>2002–2007</td>
<td>+9</td>
<td>+1</td>
<td>+_</td>
<td>+_</td>
</tr>
</tbody>
</table>

n = indicates the number of MET institutions that have answered the questionnaire

10 Discussion

The value of women in MET is not only to add different qualities but to forward different experiences. Women act and think differently from men and this is a value that the shipping industry needs to take advantage of. It is a similar philosophy as when discussing the employment of a multicultural workforce. Today, perhaps, the dilemma is to get the women respected for what they are and give them the chance to show that they also have the necessary skills to do a good job.

What is required for a woman to be respected – a man’s clothes? Perhaps yes or are perhaps her sole words enough to demand respect and attention?

When considering the reflections of Schwarts (section 4) the WMU should be more visible and include a more active interest in encouraging women working within the merchant marine. One visible step in this direction would be to employ female professors. Another step would be to introduce and/or be aware of gender perspective aspects in all courses.

An androcentric\(^{12}\) way of thinking should be a view that belongs to history. A fixation on masculinity reduces alternatives to job assignments and excludes a healthy new way of thinking in the shipping sphere. This new thinking is very much needed in order to find competitive industrial survival criteria. Though, a prerequisite is that women are present to defend their interests.

In order to get some justice in the gender imbalance men should not be quiet. Men with vision and insight should argue on gender neutrality. Often, in other cultures a woman is classified as a goddess. But that is what formulates neither the idea nor the

\(^{12}\) Androcentrism is a practice placing male human beings point of views at the centre of one's view.
goal with gender equality. Important is that the issue is talked about because you cannot fix a problem if you avoid talking about it. A conspiracy of silence prevents discussing. It is important to realise that the gender problematic is gender-dual.

From my non-structured conversations with WMU female students on whether they miss meeting a woman on the rostrum, the answer from about 60% is a straight: no. A more motivating aspect on who is on the rostrum is whether the person can tell something interesting. The low representation of WMU female professors should, by this finding, not be of a very high interest for the female students. But still 40% would like to see a woman on the rostrum and this should be taken into consideration when employing academic staff at WMU and at MET institutions worldwide. During the university’s 26 years of existence one woman has been appointed professor and she held a professorship without being responsible for a course. To be a full professor and not be responsible for a course is a recent possibility at WMU. The female professor stayed at WMU for about two years and then decided to leave. At the present time, two women are listed among the academic staff: one woman is employed as Lecturer and is seconded from the US Coast Guard and one Assistant Professor from Sweden has been working in the English Language and Study Skills Programme since 1984.

A study on female employment at European Universities reports that many women become dependent on their partner’s employment (Gill 2009). The report also notes “… whatever a woman’s qualifications, societal and cultural pressures often restrict her ability to work in a way that will further her career” (ibid., 14). Probably, this would also be the situation for female professors in MET. Perhaps, with the EU workforce-mobility policy a better work-perspective will be available for the wives to get a job that represent their skills. The woman will not any longer solely be commissioned to take the best possible work.

In order for women to be successful in their leadership-roles they have to critically assess their abilities and set realistic professional goals. Further, to be successful, women have to realise men’s often particular use of language. Language plays a special role among those in power. To use metaphors that allude to games or sports, that women normally do not anticipate, could easily exclude women from everyday interactions (Horck and Drakenberg 2009). Therefore women should be aware of these subtle language habits among men. An example of such metaphors could be: The negotiations went into overtime (a football expression).

If the woman wishes to take a teacher job at an MET institution one could ask oneself: Are women more or less persuasive in dialogue? With persuasive also having the meaning to be good at telling students something so that they believe and can remember it. In vocational education, like MET, a teacher’s practice is essential in order to be able to be believed and trusted. Therefore, women must be given ample opportunities to obtain onboard work experience. To comply with skill requirements the owners need to assure onboard cabins for female cadets. I believe that all ships
The Gender Perspective in Maritime Education and Training

should be obliged and able to carry at least one cadet (apprentice, trainee). The owners are the users of the end product from the MET institutions. Logically, it is in their interest to assist in cadet training.

From conversations with WMU academics during autumn 2008 about 40% think that women express themselves differently from men (Horck 2009; Horck and Drakenberg 2009).

Prof M\textsuperscript{13}: It depends on their [women] personality. [Women are] More soft spoken and do not interrupt so much

I believe that 60% is too high a percentage of the professors who do not believe in didactic differences between genders.

Another observation from the conversations with the WMU professors is that it is women more than men that approach the professor after a lecture. Normally, the women do not wish to interrupt a lecture and therefore seek clarification after the class. Perhaps, it is not always a recommendable tactic. It is generally clear that women and men have distinct cultures i.e. words mean different things to men and women and motivations are different etc. These norms govern how people feel and behave and naturally have an impact on group-members discussing in a mixed-gender or mixed cultural/ethnic setting. Gray (1992) describes the two genders as distant as celestial planets in his popular book *Men are from Mars and women are from Venus*. Other authors mainly try to identify the many similarities between women and men.

Women that have been given power are at times perceived as manipulative, unfeminine and pushy. They are keen on keeping distance to equals (Brislin and Jane 1997). The authors therefore state that special attention needs to be paid to the gender situation and the way power is used. It is also shown that some of the harshest criticisms directed to colleagues usually come from other women.

From Figure 1 it is not difficult to see who has the command – the woman (she is in the middle, she points with her whole hand and she has taken command of paper and pencil). The picture shows WMU students conducting a lifeboat-survey. The woman in the middle holds a Master Mariner certificate and to me it looks like she has taken a leading responsibility.

It is easy to imagine possible misunderstandings onboard a ship if not one of the genders can acclimatise to the other. To reduce complications, where men and women work together in a limited environment, the owners should issue distinct policies on how to talk and behave. The same apply to educational institutions. They should

\textsuperscript{13} Randomly, the professors, in my study on teaching at WMU, have been identified alphabetically to keep their integrity.
formulate a policy regarding: 1) the meeting of diversities and 2) standards of education.

Figure 1. Lifeboat survey

Amundsen, the Norwegian explorer, viewed team chemistry as making or breaking an expedition. The same viewing is relevant for a crew sailing together: the modern management of a ship requires team spirit and a crews’ skill to work together and that have other (independent) cultures and gender. What becomes important is not only the common tendency to emphasise group thinking and follow the line to its end but to focus more on teamwork. Things that happen to us in our respective environments have turned out to be very complicated and risky which necessitates cooperation and clever dissemination of information.

In order to maintain good teaching in a diversified classroom it is suggested that both professors and students take a course in cultural awareness and pedagogy. Obviously, the course should include the gender perspective and emphasise empathy.

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*Retrieved from www*


Annex A

World Maritime University; an MSc in Maritime Affairs

The students study subjects that are pertinent in a variety of maritime activities. There are six specialisations to choose from:

1. Port Management (PM),
2. Shipping Management (SM),
3. Maritime Education and Training (MET),
4. Maritime Law and Policy (MLP),
5. Maritime Environmental and Ocean Management (MEOM) and

An eligible student normally has a BSc in, for instance: economics, administration, accounting etc. or hold a Master Mariner or Chief Engineer licence.

After 17 months (to be reduced to 14 months) of studies successful students graduate with an MSc in Maritime Affairs.

The professors (the facilitators of knowledge) consist of permanent professors and visiting professors (practitioners) from the maritime industry. The word professor is used here to mean a person who has been appointed a professor because of his or her knowledge of a certain subject; a general approach in USA.

The visiting professors (VP) address the students on their specific work. VPs are invited from the world over and they come to WMU free of charge. Many of them do not have a professional teacher education but are shown to be successful in passing on from their own experiences.

All teaching is conducted in the English language. Both the visiting professors and the permanent professors are mostly men. Very few women address the students. Notwithstanding, the student body consists of about 20% women.

Dear colleague,

With reference to a study on the impact of women teaching in MET courses please answer this questionnaire and send it by electronic mail to: jh@wmu.se. Thank you in advance for your cooperation.

Jan Horck
Lecturer at World Maritime University (WMU)

<table>
<thead>
<tr>
<th>Name of MET institution</th>
<th>Country</th>
<th>Year</th>
<th>Number of teaching staff total</th>
<th>Number of teaching staff, nautical</th>
<th>Number of teaching staff, engineering</th>
<th>Number of women teaching</th>
<th>Number of female teachers with seagoing experience</th>
<th>Number of women teaching, to prospective seafarers, any of the following subjects</th>
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<tr>
<td></td>
<td></td>
<td>1987</td>
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<td></td>
<td>Nautical, Engineering*, Logistics, Economy, Law, Management</td>
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<td></td>
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<td>2007</td>
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</tbody>
</table>

* Including maths, physics and chemistry
Any remark/s on women teaching in MET?
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To address a diversified student complement in academic studies is becoming more and more frequent in maritime education and training. Diversity challenges are also the reality onboard merchant ships that muster a multicultural crew complement.

The author aims at creating awareness on dilemmas and challenges that the faculty meet when working in a multicultural environment. In the author’s Licentiate thesis he discussed possible constraints that the students found cumbersome when studying abroad. It is realised that in order not to have students and faculty suffer from environments in Diaspora there are issues that should be posted before coming to the new workplace and issues to be discussed at the new location.

In this book the sample is the faculty of World Maritime University (WMU) to find the empirical data. The data is generated from conversations. The theory is Bronfenbrenner’s ecology of human development and two strategies are used to analyse the data: phenomenography and discourse psychology.

The study has brought into light that the pedagogy has to be different when students and professors have a diversified background compared to addressing a culturally and gender homogenous class complement.

The author concludes that one solution to the identified dilemmas is to offer the WMU faculty and all students a course in cultural awareness. Another conclusion is to have the WMU faculty and students to attend courses in pedagogy (andragogy); the latter because today the WMU education is focused on management. A third major conclusion is that students studying maritime subjects need very good knowledge in the English language - particularly in writing and speaking. These three conclusions contribute to an uplift in achieving an even better effect from students’ and professors’ encounter in the classroom. In extension: from education in cultural awareness and better communication skills, certainly, will follow reduced mistakes and increased safety onboard ships.