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**Research Project:
Cross-CULtural COMpetence for Maritime
Professionals through Education & Training
CCUL.COMPET**

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Introduction

- **IAMU 2010 Call**
 - *to “launch out for a fresh research activity to bring about further progress in capacity building in maritime education & training institutions (MET) throughout the world”*
- **CCUL.COMPET**
 - *will examine the current status of Cross-Cultural Training in maritime education & training systems, &*
 - *identify gaps, needs & challenges to be addressed in maritime education.*
- *The project is one of 4 major maritime Capacity Building Projects that is funded by the Nippon Foundation through the IAMU.*

Useful Definitions

- **CULTURE:** values & beliefs, behavioural norms that are *learned*; also referring to institutions that are & passed on from generation to generation.
- **CROSS-CULTURAL TRAINING:** skills' training that addresses the effects of national culture on working styles, decision making, communication & perceptions of roles of management.
- **CROSS-CULTURAL COMPETENCE:** entails demonstrating ability & developing skills in communicating across cultures, anticipating cultural effects on decision making & acting accordingly, learning how culture may affect role perception & self-efficacy in decision making, prioritization of resources & actions, & more.
- **MARITIME TRANSPORTATION:** maritime transportation encompasses “the shipment of goods (cargo) & people by sea & other waterways.” (See <http://www.gfptt.org/entities/TopicProfile.aspx?tid=45124a21-5f6c-40a0-bf24-21d118c674b8>) & UNCTAD.
- **MARITIME TRAINING, EDUCATION, AND PROFESSIONALS:** skill & career development targeting those involved in maritime transportation.
- **MARITIME PROFESSIONALS:** active & future employees in maritime transportation, either on board or at shore-based positions. The term refers to seafarers- mainly officers of merchant marine, managers/employees at maritime shore-based positions, students, staff & maritime faculty.
- **Expert:** is generally defined as one who is recognized as having a high degree of skill or knowledge based on experience, training, publications, and/or practice in the field of study being addressed.

Primary Objectives

- 1) Examine the state of cross-cultural education & training for future maritime professionals, in Maritime/Marine Universities & Marine Academies;
- 2) Identify training needs specific to cross-cultural competency primarily through qualitative methodologies; and
- 3) Identify potential constraints to the implementation of education and training in cross-cultural competence in maritime professionals.

Methodology

- Literature Review
 - previous research & current licensure requirements as applicable (STCW, MLC, SOLAS, MARPOL, TMSA, etc.)
- Curriculum Analysis
 - E-mail to IAMU members' contact individuals (53 members)
- Career Links
 - Shipping Companies Websites' Survey (representative sample 12.4%)
- Round Table & Personal interviews
 - Newfoundland, Canada
 - Pusan, Korea)
 - Alexandria, Egypt
 - Ottawa, Canada
- Focus Groups
 - Marine Institute, Memorial University, Canada (3)
 - Maine Maritime Academy, Maine, USA (2)
 - John B. Lacson Foundation Maritime University, the Philippines (1)

Results: Literature Review

- **65% of the world fleet uses multicultural crews, over 10% of fleet manned with crews >5 different nationalities** (Kahveci et al. 2002)

Cross-Cultural Competence in International Regulations & Accepted Industry Practices

- SOLAS/ MARPOL: No result.
- STCW (1978, 1995, IMO):
 - Manila Amendments (2010)
- MLC (2006, ILO):
 - Regulation 2.8 – *Career and skill development and opportunities for seafarers' employment*
- TMSA (2008, OCIMF):
 - Element 2. Recruitment and Management of Shore-based personnel.
- CSR (2004, DNV):
 - Report on Corporate Social Responsibility in Shipping Industry- Guidance for Shipping Companies.

Standards of Training, Certification & Watchkeeping for Seafarers, IMO 2010

- Among the many provisions ratified in the conference at the Philippine International Convention Centre (PICC) were the following:
 - New requirements for marine environment awareness training and training in leadership and teamwork;
 - Updating of competence requirements for personnel serving on board all types of tankers, including new requirements for personnel serving on liquefied gas tankers;
 - Introduction of modern training methodology, including distance learning and web-based learning;
 - Promotion of technical knowledge, skills and professionalism of seafarers;
 - Revision of existing model courses published by the IMO and development of new model courses.

Maritime Labour Convention, ILO 2006

Regulation 2.8 – Career and skill development and opportunities for seafarers' employment (pp.39-40)

Purpose: To promote career & skill development & employment opportunities for seafarers

1. Each Member shall have national policies to promote employment in the maritime sector & to encourage career & skill development & greater employment opportunities for seafarers domiciled in its territory.

Standard A2.8 – Career & skill development & employment opportunities for seafarers

1. Each Member shall have national policies that encourage career & skill development & employment opportunities for seafarers, in order to provide the maritime sector with a stable & competent workforce.

2. The aim of the policies referred to in paragraph 1 of this Standard shall be to help seafarers strengthen their competencies, qualifications & employment opportunities.

3. Each Member shall, after consulting the shipowners' & seafarers' organizations concerned, establish clear objectives for the vocational guidance, education & training of seafarers whose duties on board ship primarily relate to the safe operation & navigation of the ship, including ongoing training.

Tanker Management & Self-Assessment Guidance, OCIMF 2008

Element 2. Recruitment and Management of Shore-based personnel.

- **Stage 1:**
 - **KPI [1] 3:** *There is a formal familiarisation process in place for newly recruited shore-based staff.*
 - **Best-Practice Guidance:** *The company has a written plan for formal entry of new recruits. This is documented to show that the inductee has received the appropriate training & familiarisation necessary to undertake their new responsibilities & accountabilities. Familiarisation covers all policies, including safety, security, health, environment, quality, business ethics & cultural awareness*
- **Stage 4:**
 - **KPI 3:** *The company promotes appropriate interpersonal skills training.*
 - **Best-Practice Guidance:** *Courses include subjects such as team-building, presentational skills, diversity, brainstorming & negotiating skills.*

[1] KPI: Key Performance Indicator

Det Norske Veritas- Reports on Corporate Social Responsibility in Shipping (2004)

- Section 3.5 CSR arguments for shipping companies (p.18-19)
 - Further internationalisation of the shipping industry [...] makes cultural sensitivity, values and ethical awareness key to success.
- Section 4.2.2.1 Abojeb and social responsibility (p.23-24)
 - Abojeb as a professional and well-run company with a clear focus on safety, environment and the welfare of employees and crew. [...] It offers to the crew:
 - **Assertiveness and cultural awareness training**
 - **Facilitation of video on physical and psychological challenges for overseas foreign workers.**
- Section 5.2.3.3 Proactive steps to further ensure welfare on crew from labour supplying country (p.35)
 - Suggestions for improvement / social responsibility initiatives regarding:
 - Training
 - **Cultural awareness training of crew**
 - Recreation/welfare on board
 - Give room for the spiritual life of the seafarers on board
 - Karaoke, grill parties on deck, 6 meals a day (instead of western 'rule' of 3), etc.

Results> Curriculum Analysis #1

- 53 IAMU Members: Maritime/ Marine Universities & Academies
- Letter & questionnaire sent to Institution contact persons
- *“Informal networking at the Maritime Human Resource Solutions Seminar held at the MI in Sept. 2010, confirmed that **required courses in cross-cultural competency are not mandated as yet by the IMO** (169 member nations) **or the STCW** code—also confirmed by Capt. Hesse (IMO).”*

Results > Curriculum Analysis #2

- **Marine Institute, Memorial University:** *No, but briefly talked about in one ship management course.*
- **Maine Maritime Academy:** *No course at MMA that is required for the deck or engineering side of marine trans. Briefly talked about in “International HRM” & “Organizational Behavior” courses*
- **John B. Lacson Foundation Maritime University:** *No, but briefly talked in one course*
- **Other info:**
 - **University of the Aegean** (Dept. of Shipping, Trade & Transport) (non-IAMU member): *No, briefly talked about in HRM course.*
 - **Greek Marine Academies** (non-IAMU members): *No, but briefly talked about in “Human Relations” course (Progoulaki, 2008)*
 - **Warsash Maritime Academy (WMA)** - Southampton Solent University in the UK (IAMU member)
 - **NSCC Nautical Institute** - Nova Scotia Community College (NSCC), Nova Scotia, Canada (non-IAMU member)
 - *“There is **no formal course required within the last 2 institutions** in cross-cultural competency. However, WMA and NSCC includes such considerations to some degree through required bridge management courses”.*

Results > Career Links #1

- Survey among shipping comp.'s websites:
 - *Tanker*
 - *Dry Cargo*
 - *Containers*
 - *LNG, LPG*
 - *Cruise ships*

| Association | Total No. of members | No. of surveyed companies | Representative sample |
|-------------------|----------------------|---------------------------|-----------------------|
| INTERTANKO | 250 | 27 | 10.8% |
| INTERCARGO | 154 | 24* | 15.6% |
| OCIMF | 82 | 11 | 13.4% |
| COA | 197 | 25 | 12.7% |
| SIGGTO | 182 | 18* | 9.8% |
| CLIA | 25 | 6 | 24% |
| total | 890 | 111 | 12,4% |

Results > Career Links #2

| Association | No. of surveyed companies | Existence of statements | No. of statements/ Total No. of comp. sample (N=111) |
|--------------|---------------------------|-------------------------|--|
| INTERTANKO | 27 | 12 | 11% |
| INTERCARGO | 24* | 13 | 12% |
| OCIMF | 11 | 10 | 9% |
| COA | 25 | 8 | 7% |
| SIGGTO | 18* | 10 | 9% |
| CLIA | 6 | 1 | 1% |
| total | 111 | 54* | 49% |

**3/111 companies were proud of their single nationality personnel.*

Results > Statements in Websites # 1/4

- **Maersk:** *“When you join Maersk, you’ll find that the world is your workplace. You’ll work in a culturally diverse, stimulating environment, surrounded by new ideas and different ways of doing things. [...] At Maersk, we take pride in hiring the best person for the job – irrespective of gender, age, nationality, sexual orientation or religious belief. Diversity is our great strength and our continued goal, evidenced in our current work to significantly boost the number of women in senior management positions.”*
- **V.Ships:** *“Our workforce is a multi-disciplined, multi-national and multi-cultural one with diversity a major strength”.*
- **AET Shipmanagement:** *Our heritage: AET’s rich heritage means that we value diversity. Our blend of different cultures and backgrounds promotes a high degree of creativity and innovation in the way we work.*
- **OSG Ship Management Inc:** *OSG believes that a diverse workforce creates better business solutions — and helps OSG stay ahead of its competition in the highly competitive shipping industry — by fostering an environment where each member of our workforce has the opportunity to realize his or her full potential.*

Results> Statements in Websites # 2/4

- **BP Shipping:** *Diversity- Employing a diverse workforce at sea remains a challenge both in terms of gender & ethnicity. Nevertheless we value diversity & seek to promote it through awareness programmes, diversity champions & the use of diverse selection panels for senior level management jobs.*
- **Total:** *With employees of more than 130 different nationalities, our diversity of cultures & thinking is one of our greatest assets. It reflects & legitimizes our desire to act locally in all our host countries. It also helps us compare & contrast points of view & stay in step with the changes in a globalized world*
- **Rio Tinto Shipping:** *We are proud of our cultural diversity. You will find every race, colour & creed at Rio Tinto. They represent the best talent from around the world, forming a blend that is powerful & fascinating.*
- **Shell:** *Because we operate in over 140 countries, we have unrivalled international opportunities & you can expect to work with colleagues from all around the world. You'll benefit from a range of opportunities to exchange expertise, be exposed to projects in every corner of the globe, & contribute as part of a highly diverse international team towards the continuing success of one of the world's most important brands.*

Results > Statements in Websites # 3/4

- **Diana Shipping Services:** *We ensure that all of our seamen have the qualifications & licenses required to comply with international requirements & regulations & shipping conventions thereby ensuring that our vessels are manned by experienced, competent and trained personnel.*
- **Bernard Schulte Shipmanagement:** *Diversity- our company has operations in several countries globally & values the diversity of our staff in terms of nationality, ethnicity, gender, education & culture.*
- **BG Lng Services:** *Our People: Around 5 000 people from 65 different nationalities make up the BG team. We believe that our diverse backgrounds, talents & experiences increase our competitiveness & enrich our culture.*
- **Ras Laffan Liquefied Gas Company:** *RasGas People - the power of the mix. RasGas has a multinational workforce & considers its workforce as one of its greatest assets. With people from over 42 different nationalities working together within the organisation.*

Results> Statements in Websites # 4/4

- **Allseas Marine:** *Fleet is manned as far as practical with seamen of the same Nationality, under the rank of Master and some Officers, in order to ensure effective communication, coordination and safe operations all times and especially in cases of emergency.*
- **Dunya Denizcilik Ve Ticaret:** *The all-Turkish crews employed on our vessels are considered to be a cut above the multi-national crews to be found on so many vessels trading today.*
- **Yemen LNG Company Limited:** *“A fundamental element in the delivery of the Company's objectives is the principle of Yemenisation. Wherever possible, Yemen LNG will recruit only Yemeni nationals. Other nationalities will be engaged only when no suitably qualified and experienced Yemeni citizens are available. A comprehensive and continuous training programme will be established in order to train Yemeni nationals who have the right aptitudes and qualifications, to replace these other nationalities as soon as they demonstrate the necessary technical and behavioral competencies.*

Results> Roundtable in Newfoundland-

Profile of Attendees

- On 30 Sept 2010, at St. John's, Newfoundland, Canada
- Total No. of Attendees: 23
 - 17 men & 6 women
 - 22 questionnaires returned.
- Nineteen (19) worked in Canada,
 - two of whom claimed Indian origin, & one of Lebanese origin.
- Four (4) worked in the UK—
 - one of German origin; three of UK origin.

Results > Roundtable in Newfoundland-

1. Years of experience with diverse cultures +/- nationalities on board or on shore & 2. Sectors

| No. of years | On board | On shore |
|---------------|----------|----------|
| No experience | 7 | 10 |
| < 2 | 1 | 3 |
| < 4 | 1 | 0 |
| < 10 | 4 | 3 |
| 10+ | 7 | 5 |
| Unknown | 2 | 1 |
| | 22 | 22 |

Note: 9 with both ship & shore experience

| | |
|----------------|------|
| Private sector | 6 |
| Public sector | 2 |
| Faculty, Staff | 8, 1 |
| Students | 1 |
| NGOs, other | 4 |
| | 22 |

Notes:

- The “Private Sector” included shipping companies & consultants.
- The “Public Sector” included the Canadian Coast Guard.
- “Staff” (1) was involved in managing international projects at MI
- “NGO’s” (non-governmental organizations), included an industry-community liaison from Women in Resource Development Corporation, a Senior Deputy of the Maritime Safety Division of the IMO, a Director, Personnel Standards and Pilotage, Transport Canada, & (Other) Canadian Merchant Service Guild, a union.

Results > Roundtable in Newfoundland- 30 Sept 2010

- **Capt. Hartmut G. Hesse, Senior Deputy Director, Sub-Division for Operational Safety & Human Element, Maritime Safety Division, IMO**
- *EP: “Capt. Hesse, given your interest in Maritime Safety & your responsibilities within the IMO, what is your perception regarding the importance of cross-cultural competency for Maritime professionals?”*
- *HH: “Well, there is no doubt there is a need. I believe it is best addressed in the Human Elements Working Group—that seems the best area to address this. We also have to be careful, given the fact that the IMO represents membership around the world. There are political implications. Yet, we will see discussion along these lines in the future.”*

Results> Roundtable in Newfoundland-

RT Questions # 1/5

1. Comment on whether you feel there is a need for training of maritime professionals in the area of cross-cultural competency.

- *The group unanimously agreed. They answered “yes.” to the question. Subsequent to the NGT inspired format, several attendees shared stories that pointed to the imperative for cross-cultural competency training.*

Results> Roundtable in Newfoundland-

RT Questions # 2/5

2. How skilled are our maritime graduates in conflict resolution, team building, communication, & decision-making competencies that might be useful when working across nations & cultures?

- *It was obvious that the answer here was “not very” or “not enough.” Training in conflict resolution was deemed a challenge, particularly among younger students who had not had extensive life and working experiences to begin with.*

Results > Roundtable in Newfoundland-

RT Questions # 3/5

3. What curriculum or other opportunities are available at your organization or institution for training in cross-cultural competencies?

- *The higher education institutions represented were:*
 - *MI, Memorial University*
 - *MMA, Maine Maritime University*
 - *Warsash Maritime Academy (WMA) - Southampton Solent University in the UK, &*
 - *NSCC Nautical Institute - Nova Scotia Community College (NSCC), Nova Scotia, Canada.*
- *There is no formal course required within these institutions in cross-cultural competency. However, WMA and NSCC includes such considerations to some degree through required bridge management courses.*

Results > Roundtable in Newfoundland-

RT Questions # 4/5

4. What are the challenges facing institutions that train present & future maritime transportation professionals to integrate cross-cultural competencies into program objectives?

- a) *The challenge to overcome the para-military mentality/ “top-down” and hierarchical protocols that pervade reporting relationships in maritime academies.*
- b) *concern with gender inclusion & generational differences that are exacerbated by perceptions regarding age across cultures.*
- c) *Acceptance: Will students accept such training? Will it be regarded as “fluff?”. How to institutionalize acceptance.*
- d) *Given the multitude of nationalities that exist, what model could provide adequate Training in CCUL.COMPET*
- e) *To whom should the training be targeted, & in what delivery format?*
- f) *Is cross-cultural competency trainable? Can students be trained?*
- g) *A further challenge was to assure that top-hierarchy be involved in commitment to the training.*

Results > Roundtable in Newfoundland-

RT Questions # 5/5

5. What suggestions do you have for our research? Organization of focus groups?

- Maritime competency guideline standards will change, inevitably & training institutions will need to be ready.
- CCUL is not just nice to know, but may be the causal or contributory factor for failures in safety & in timely response in life & death situations.
- The importance of getting feedback from employers regarding their relative level of satisfaction or not with cadets, specific to CCUL.COMPET was pointed. One respondent emphasized how important it was to get employers into the feedback loop.
- EP: *"Do you feel that development of cross-cultural competency for present & future maritime professionals is important?"*

Capt. Hesse (IMO): "Yes, & it needs to be incorporated in the STCW Code."

Personal Interviews in Busan

- ***“Do you feel that development of cross-cultural competency for present & future maritime professionals is important?”***
- **YES: 100%,** Comments:
 - ***team work is an essential aspect of shipboard operations at operational and management level and good communication in cross-cultural environment imperative [...] you don’t need different nationalities in order to experience different cultures”***, R. Prasad, WMU
 - ***“working onboard ships in a multicultural environment is a must”***, E. Barsan, Constantza Maritime University
 - ***“It is very important because alongside with professional knowledge it directly influences the result of business and safety of shipping”***, E.Kozlova, AMSMA Academy
 - ***“it is the reality and nature of our business”***, D. Nincic, California Maritime Academy
 - ***cross-cultural competency for present and future maritime professionals is important due to “globalization”***, M.D. El Ashmawy, Arab Academy for Science, Technology & Maritime Transport

Results of Focus Groups

- In general, CCC should be integrated throughout the curriculum in a staged and phased approach;
- CCC needs to be offered to everyone involved, commence early, continue throughout professional progression and development;
- CCC is broad and diverse and not conducive to a stand alone course;
- The need for highly skilled, experienced and qualified staff to deliver;
- Measuring and evaluating CCC will be challenging given the global complexity of the topic;
- Students will need to experience cultural diversity in order to truly understand CC differences;
- CCC optimizes seafarers' efficiency, effectiveness and productivity; and
- CCC training needs included protocols for interaction and decision making, education about stereotyping and its avoidance, perceptions of gender roles, reporting relationships, religions, dietary practices, teamwork, job roles, social interaction processes and personal space;

Conclusions From Phase I

- Career links: 49% of shipping association member companies show a need for cultural competency, based on websites' statements;
- Professionals will need to address both technical *and* non-technical skills;
- While not required for licensure (as yet), cross-cultural competency is an asset to mariners (TMSA and DNV's CSR);
- All focus groups generally acknowledged that the CULCOMPET was important—the targeted population for training, the extent, delivery mode, and point where training integration would begin, invited varied viewpoints;
- Several attendees offered that CCUL.COMPET would be taken seriously, particularly if competency was linked to licensure. However, the focus groups did not generally support this view;

Conclusions From Phase I (cont)

- Staying ahead of the curve is key: collaboratives with the private sector will be imperative going forward;
- Gender inclusion and institutional hierarchical traditions and mentality toward decision making remain challenges that need to be addressed in the future. [important, yet beyond the scope of this research going forward.];and
- Need for collaboration within institutions across departmental and divisional divides regarding current course offerings that pertain to CCULCOMPET.

Phase I Recommendations

Influencing Phase II

- Materials that optimize a cognitive learning circle of CCUL.COMPET that moves from *passive* learning to higher level *active* learning).
Integrate:
 - ~ case studies (passive)
 - ~ interviews, guest lecturers (passive)
 - ~ role plays (active)
 - ~ simulations (active)
- Parallels the David Kolb model (active vs. passive learning)
- Outcomes
 - ~ address root causes of stereotyping
 - ~ improve safety and security of crew and ship.

Phase II Primary Objectives (2011)

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

Questions? Feedback?

THANK YOU!

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