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WORLD MARITIME UNIVERSITY
Malmö, Sweden

**COMMUNICATION SKILLS AND CULTURAL
AWARENESS - MODEL COURSE**

By

ALTAF UR REHMAN

Islamic Republic of Pakistan

A dissertation submitted to the World Maritime University in partial fulfilment of the requirements for the Award of the degree of

MASTER OF SCIENCE

In

MARITIME AFFAIRS

(MARITIME EDUCATION AND TRAINING)

2007

DECLARATION

I certify that all the material in this dissertation that is not my own work has been identified, and that no material is included for which a degree has previously been confirmed on me.

The contents of this dissertation reflect my own personal views, and are not necessarily endorsed by the World Maritime University.

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ABSTRACT

Title of Dissertation: **Communication Skills and Cultural awareness -Model Course**

Degree: **MSc**

This dissertation is a study of communication skills and cultural awareness of seafarers, causes of shipping accidents/incidents due to human factor and its impact on the safety of shipping and environment. The focal point was the contribution of communication problems and cultural differences leading to human factors and ultimately to disasters.

It analyses literary point of view of globalization, cultures, and languages. It also focuses on the involvement of human element in the shipping accidents, considering communication and language barriers. It also deliberates on the human behaviour and importance of communication skills specially in mixed crewing on board ships. The role of stakeholders and their contribution in the seafarer's training was also analyzed through the mirror of communication skills and cultural awareness.

It also represents the questionnaire and survey results regarding cultural and language barriers, need of such course for the seafarers and its impact on the safety of men and material. It identifies the problems being faced by seafarers due to mixed crewing phenomenon and lack of training in multicultural issues. It has given an insight that 'who is packing the parachutes' for the seafarers.

It is a whole hearted effort towards harmonization and safety for the shipping industry to deliver cargo in time, intact and with safety.

Keywords: multicultural, communication, skills, awareness, training, culture, globalization, behaviours, MET institutions

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List of Abbreviations

MET	Maritime Education and Training
USA	United States of America
PMA	Pakistan Marine Academy
IMO	International Maritime Organization
WMU	World Maritime University
ILO	International Labour Organization
IP	Interview Professor
OPRF	Ocean Policy Research Foundation
Kms	Kilometres
UK	United Kingdom
UNCTAD	United Nations Conference on Trade and Development
Dr	Doctor
USGC	United States Coast Guard
MAIB	Maritime Accident Investigation Board
TSB	Transport Safety Board Canada
ATSB	Australia transport safety board
DNV	Det Norske Veritas (classification society from Norway)
OOW	Officer of the Watch
COLREG	Collision Regulations
NGOs	Non Governmental Organizations
STCW	Standards of Training, Certification and Watchkeeping
SMCPs	Standard Marine Communication Phrases
IAMU	International Maritime Association of Universities
HRM	Human Resource Management
LNG	Liquid Natural Gas
CBT	Computer Based Training

CHAPTER ONE

Introduction and Overview

“Globalization has been made possible by the progressive dismantling of barriers to trade and capital mobility, fundamental technological advances, steadily declining costs of transportation, communication and computing. Its integrative logic seems inexorable, its momentum irresistible, but I believe that the cultural and the language barriers are still there”. (UN Secretary General (former) Mr. Kofi Annan, 2005, p.1 Background paper on maritime day)

1.1 The Human; Culture and Languages

Domination, exploration, trade and communication had always been the urge of mankind. Efforts were made to know each other's cultures, religions, languages, traditions, and customs. During the Muslim, Mughal rule in subcontinent, army consisted of Afghan, Turk, Iranian, Indian, Rajput, Marathas and Jaat soldiers from different cultures, languages and religious believes. They were unable to understand each other's languages. A new language emerged, known as 'URDU' (means army) because of multicultural, multilingual working environment. This language is spoken and understood within a vast population of India, Pakistan, Bangladesh, Nepal, Sri Lanka and other parts of the world. This shows the urge of people to communicate with each other to survive.

Seafarers are like these soldiers. When they join multicultural crew members on board ships, they stroll around and find themselves in a difficult situation. Hardly, they find any one to understand their feelings because “Many of them (the seafarers) have not been out of their native land or culture group before” (Dzugan, 1998, p. 2). Language and culture has always been a barrier to express emotions and feelings amongst people from different cultures. “Of course cultures differ somewhat in their behaviour and these differences are reflected in language” (Michel, 1985, p. 5)

The conquerors tried to influence religion, language and culture, especially through the elite class of the occupied nations. After the defeat of Muslims in Spain, the elite class

of Spain used to wear clothes like Arabs and speak Arabic language, contrary to the general public. After the British rule in the subcontinent, the elite class used to live and still lives like the British rulers. They prefer speaking English, different schools and curriculum for their children as compared to the middle class. So the impact of language and the culture is long lasting and plays a very important role in the human development. "The language and cultural "problems" is a challenge in many maritime scenarios. In emergency situations, for instant during crises and crowd management, it is extremely important, that the concerned persons can communicate and quickly understand (Horck, 2004, P. 16).

1.2 The Key Issues

The focal point in my discussion is language and cultural barriers and need for "communication skills and cultural awareness course" for seafarers, looking through the mirror of language, culture, globalization, sea trade, human factor in shipping accidents/incidents and its contribution in safety of men and material. What is being done by the Stakeholders of this industry? What is the role of Maritime Education and Training (MET) institutions in teaching communication skills and cultural awareness?

1.3 Trade and Shipping verses Cultures

Yohei Sasakawa views it as human life has been closely connected with the sea since the beginning of history, but it was in the second half of the 20th century that worldwide maritime transportation developed most dramatically. It is now an essential means of global logistics, supporting our lives and the development of our countries (Sasakawa, 2006, p. 1). The history shows that communities were isolated from each other. They were producing and consuming in their own local markets. But with the exploration of the seas, people started trading with each other. Communities came closer. People became aware of new cultures and languages. Products were shared within different communities living far from each others. Different brands became famous through out the world with out the barriers of culture and language. Swedish mobile is assembled in China, sold in Pakistan. Chinese products can be seen all over the world. The author

happened to be on a US (United States) naval war ship. The cup, in which coffee was offered, was made by China. Trade and shipping has diminished the cultural boundaries. Human resources had been migrating from under developed to the developed world. Mixed crewing phenomenon has emerged with its all prose and cons.

Sea trade had been the oldest profession in the history of mankind. But the language and culture remained as barriers in different societies. Shipping industry is unique in itself, because it is prone to multilingual and multicultural environment. A Swedish ship is sailing in the Indian Ocean with cargo from Germany, crew from Philippine, Indian and Pakistan with Swedish captain. Ship is made in Japan, registered in Panama. The ship crew has to deal with different port authorities. They encounter different people, cultures, languages, laws, customs and traditions at different places.

1.4 Industrial Revolution and Cultural Awareness

Recent industrial revolution, especially in the communication sector, has brought revolutionary changes in human life. People from dissimilar back ground, cultures, languages, race, colour, creed and ethnicity are interacting with each other on daily bases. One can sell his product in the world market while sitting at the far end of the world. But the question is, do people understand each other's cultures, customs, traditions, languages, religions, behaviours, and way of working and apprehension of things? Probably the answer is in negative. Even being in contact with each others, we still need to know each others.

1.5 Mixed Cultural Working Environment / Mixed Crewing

A mixed crew in the shipping industry is an unavoidable phenomenon because of a number of reasons. "A 1992-1993 study of 1070 ships with a crew population of 17,500 found that there were no Bahamians among the 898 crewmembers of Bahaman flagged vessels, no Panamanians among the 1346 crewmembers under the panama's flag and no Liberians among those 1004 crew of Liberian ships"(Lane, 1998, p. 9). A freshly graduated seafarer without any multicultural training, when he ends up on a ship with

twenty five people speaking ten different languages, he will be in a very awkward situation. At this point of time one can realize that either he had chosen wrong profession, or his communication skills and cultural awareness was not addressed properly by the maritime institution. Can this be avoided? The answer is in negative. "In maritime communication, apart from language barriers, cultural barriers constitute the biggest obstacle. They result is distrust, conflicts, misunderstanding and even communication failures.... Australian seafarers and pilots are more concerned about cultural barriers while the Chinese about language barriers. (Wang, 2005, p. 345)

1.6 Importance of Communication Skills

Its importance can not be denied in any industry. If a manager or a business man is excellent in his profession but he is unable to communicate and convey his message effectively, his success is doubtful as compared to the one who is professionally not sound but has the convincing power, he can create wonders. Shipping industry is one of the unique industries in a sense that people have to deal with variety of people speaking different languages. It becomes very vital during emergencies. Here communication means both verbal and non verbal.

Ships crew has to deal with millions of multicultural and multilingual passengers, travelling through ships every year. This involves safety of passengers because they are not aware of ship's husbandry, emergencies, rules and typical maritime terminologies etc.

Many managers believe that multicultural working environment is very progressive. Others argue it as problematic, especially when people are not comfortable in inter personal communication. Once Capt. John Horck was going to Dubai to conduct a short course, he asked the author, different Arabic words, which could be used during the conduct of course. If another professor goes to conduct the same course and he has no idea, how Arabs talk, think and behave, he will not be as successful as him.

“Good communication is a basic safety prerequisite to overall safe ship management. For an ethnically mixed crew to communicate effectively, they must understand more than the words used in communication”(Dzukan, 1998, p. 11).

1.7 Reasons behind this Dissertation

The author was convinced on the issue of seafarer’s multicultural training by an incident narrated by the Commandant Pakistan Marine Academy (PMA). This inspired him to write this dissertation. Few years back the Commandant PMA attended a seminar in Thailand. He was aware of the fact that after 9/11, Pakistani seafarers were denied of employment onboard ships in the international market. He inquired from a Japanese ship owner, attending the seminar about the reasons for not accommodating Pakistani seafarers. His reply was very astonishing. He narrated that one of his ship casted off a port. Pakistani crew members denied to work saying that it was their prayer time. The captain was in shock. After this incident, the Japanese ship owner decided not to hire Pakistani crew.

The author was keen to know the reasons of this loss to the Pakistani seafarers. It was surfaced that they did not undergo any multicultural training. They were not aware, how to behave and apply religion while working with the Japanese. They were totally ignorant of the Japanese culture. Misunderstanding of each other’s culture and traditions led to a big financial loss to a poor country like Pakistan and Pakistani seafarers.

Captain Jan Horck was also an inspiring personality in writing this dissertation. During his lectures, he had been pointing out the requirement to develop a course on communication skills and cultural awareness by MET institutions and International Maritime Organization (IMO). According to him “a cure to the whole problem (shipping industry mixed crew cultural problems) is to realize that we all need education in the cultural awareness to be efficient in an industry getting more and more globalized” (Horck, 2004, p. 28).

1.8 Objectives of the Dissertation

The main objective of the dissertation is to establish the fact that people working in the shipping industry needs to know each other's cultures and have communication skills because "misunderstanding are a great threat to safety in the shipping industry. This is a hazard that should be taken up for further research. Accidents have met disproportional consequences because of language difficulties"(Horck, 2004, p. 26).

We can sum up this discussion as there is no substitute transportation means other than the shipping. Globalization is a fact of life and we have to live and survive in it. Shipping has a vital role to play in the world economy. Ships and seafarers are the important elements of this triangle. Role of maritime institutions also can not be denied. We need safe shipping with negligible accidents/incidents. Human element is to be addressed by all corners of the industry. A lot has been done. This is also a small effort to contribute towards the safety and to make people realize that seafarers need training on multicultural working environment and communication skills, because in present shipping scenario, mix crewing is unavoidable phenomenon.

1.9 Sequence

Dissertation was planned in the following sequence. (Illustration in Figure 1)

1. Literarily point of view of globalization, its impact on society, culture, behaviours, knowledge of other cultures and languages.
2. Role of shipping industry in the world economy and trade.
3. Human element in the shipping accidents/incidents with focus on lack of communication skills and cultural awareness.
4. Study about contribution/ responsibilities of shipping industry stakeholders

5. Data collection through survey and its analysis.
6. Analysis of a study conducted by Philippine National Maritime Polytechnic.
7. Electronically received opinions of shipping industry experts.
8. Concluding discussion and recommendations
9. Audio recording of English accent of WMU students to establish the fact that how it is difficult to understand so called “broken English”

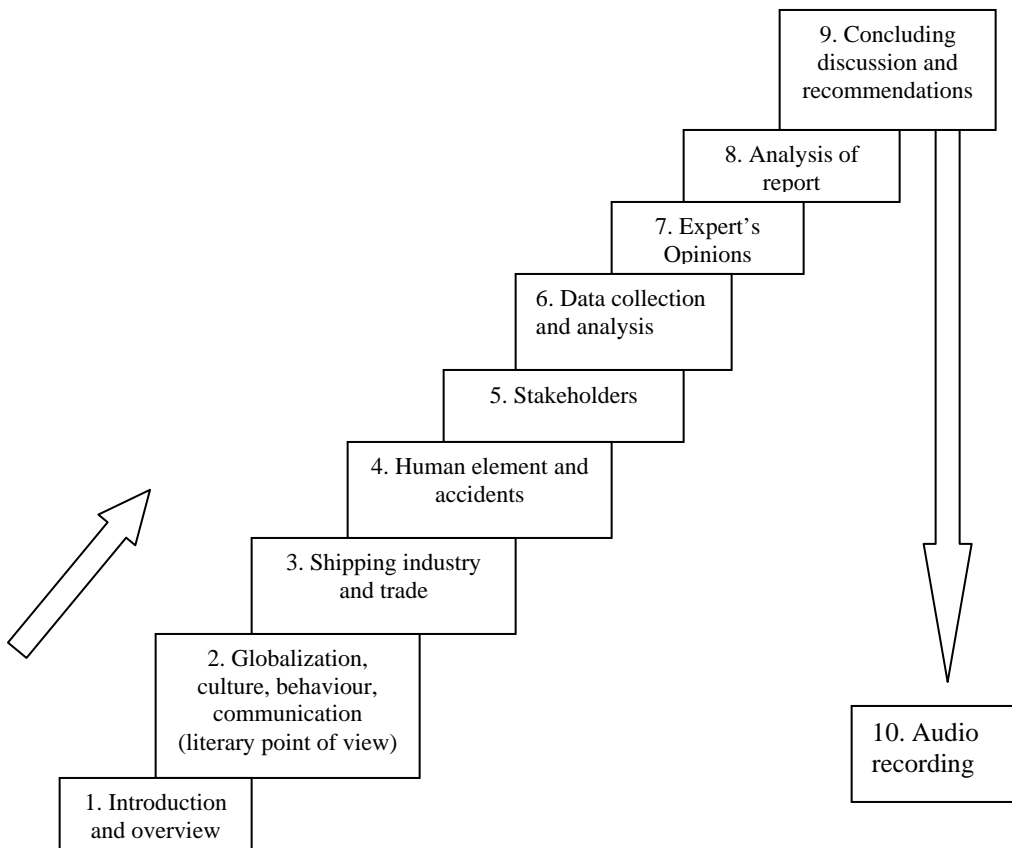


Figure I - Dissertation's Ladder ©

1.10 Research Sites

Malmo city is a very unique in diversified cultures. It is accommodating people from about 160 countries. The idea behind selection of this site was to ascertain difficulties involved in multilingual/multicultural living and working environment on land and then measure its magnitude on board ships where there are few crew members, away from their loved ones and living in hardship.

WMU is also a unique institution, portraying best example of diversified cultures and languages. Its curriculum also focuses on maritime related fields. Seafarers from Pakistan, India, and France were also included in the research sites.

1.11 Limitations

This research is limited in its scope to just identify the need of a model course on “communication skills and cultural awareness” so that the human factor involved in the shipping accidents may be reduced. This does not focus on behaviour of seafarers from different nationalities because already a useful work has been done in 1998 by Gerald Dzugan, one of the WMU students (An investigation into multicultural communication and its effects on maritime safety, implication for maritime trainers)

“The core problem in studying cross culture is that all information is filtered through one’s own cultural experience and background”(Dzugan, 1998, p. 14). The author’s own limitation is not being on board merchant ships and good grip on English language. However it is whole hearted effort for a negligible contribution towards the safety of shipping industry.

CHAPTER TWO

Globalization, Culture and Communication Skills

“Globalization is inescapable and because globalization is inescapable, it’s good. That’s another way of saying that what we cannot prevent we must embrace” (Iacocca, 2007, p. 117).

2.1 Globalization

Globalization can be defined as connection between people, culture, languages and nations. After the World War II, industrial revolution especially in communication sector has diminished geographical boundaries. The world has become a global village. Different experts measure and categorize globalization in different ways. KOF (Switzerland) index of globalization measures three main dimensions of globalization like economics, social and political (kof). There are few other dimensions of globalization, like multinational business, goods and transportation, work force/labor, capital, technology, international legislation, vested interests and domination etc. Most important are goods and transportation, and the migration of people/labor/ work force which is related to the mixed crew in the shipping industry.

2.1.1 Goods and Transportation

Without goods and their transportation especially by sea, we can not visualize the globalization in its true prospective “By 1980, international trade volume exceeded one trillion dollars as compared with 800 billion dollars in 1975. Coca Cola, for example earned higher profit selling soda to Japanese than to Americans”(Nancy ,2002, p. 4)

2.1.2 Work Force / Labour/ People

Without work force and labor, the globalization concept is not valid. There are different prospects of population in the world. Population decreasing trend in most of the European countries has been managed with the help of gadgets, technology and

machines. Human machine interaction has been reduced, however labor/people migration phenomenon can not be denied. In the Malmo city population of 276,244 (Senses) people, about 24 per cent are foreign born representing more than 160 countries (Diversity of people, meetings and opportunities, 2003, p. 7). The same phenomenon works in the shipping industry with mix crew as well as in WMU. Figure 2 and 3 shows about multicultural and global phenomenon.



Figure 2 - WMU Students on Japan Visit ©



Figure 3 - A mosque or? (An American brand KFC in Kuwait) Source Wikipedia

The report of ILO commission (A fair globalization: creating opportunities for all, released in Feb 2004) states that globalization has set in motion a process of far-reaching change that is affecting everyone. New technology, supported by more open policies, has created a world more interconnected than ever before. This spans not only growing interdependence in economic relations – trade, investment, finance and the organization of production globally – but also social and political interaction

among organizations and individuals across the world. Globalization is not a problem in itself but the world has not kept its pace with the rapid growth of the world economy and the trade. Similarly mix crewing is not a problem in itself but the shipping industry has not realized the development of human resource management as compared to the technological advancements. "There is a lot of enthusiasm for the *idea of globalization*, but the reality was that people tended to stay in their own corners" (Iacocca, 2007, p.121).

2.2 Culture

The word culture is originated from a Latin word *cultura* coming from *colere*, meaning "to cultivate" (Wikipedia). It refers to patterns of human activity and the symbolic structures that give such activity significance. In general, the term *culture* denotes the whole product of an individual, group or society of intelligent beings. It includes technology, art, science, as well as moral systems and the characteristic behaviors and habits of the selected intelligent entities.

There are as many definition of culture as many are the cultures. Anthropology has produced lot of literature on this word. It views culture in many ways. It can also be viewed as "a way of life of a group of people, the configuration of all the more or less stereotyped patterns of learned behaviour, which is handed down from one generation to the next through the means of language and imitation" (Barnouw, 1963, p. 4).

After cataloguing more than 100 definitions the anthropologists Kroeber and Kluckhohn offered one of the most comprehensive and generally accepted definition and that is "culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artefacts, the essential core of the culture consists of traditional i.e. historically derived and selected ideas and especially their attached values, culture systems may, on the one hand , be considered as production of action, on the other, as conditioning elements of future actions" (Kroeber and Kluckhohn, 1952, p. 181).

Culture is also described by “as Something shared by almost all members of some social group, something pass on to younger members by the older members of a group or society and something as in the case of law, morals, and customs that shapes behaviour, or structures one’s perception of the world”. (Adler, 2002, p.16)

“Culture is like an operating system of a computer. Every individual has his own cultural operating system. It is also very sensitive issue. If we try to play with this operating system, it will never work” (IP, 2007). Now the question arises that if every individual or a group of people have their own culture, how can it collaborate with other cultures to work in multicultural working environment. It is illustrated in Figure 4.

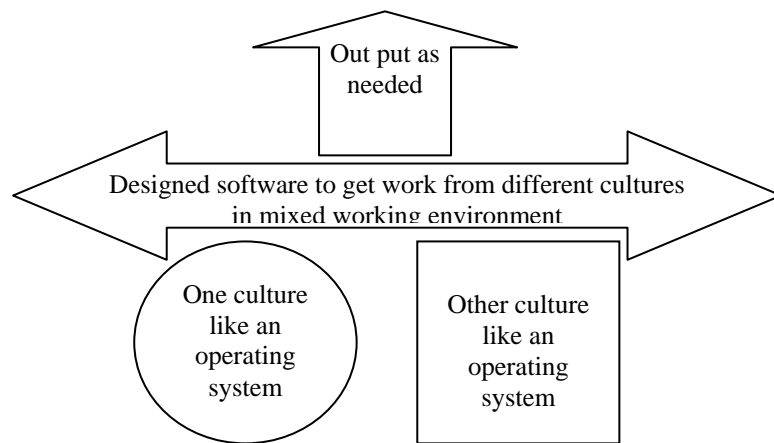


Figure 4 - Different cultures integration for maximum output ©

Same is the case with the culture. No one’s culture is right or wrong. Every culture carries its own values, ethics and traditions. If Japanese do not posses so many queries to his boss as compared to a Swede, it does not mean that they are wrong. If a student from subcontinent keeps quite on a wrong answer from his teacher as compared to a Swede, who will straight away point out teacher’s mistake. Or if a Swedish teacher does not know the answer; he will simply say no as compared to a Pakistani or Indian teacher who will hardly say no to any question because he is “the guru”.

2.2.1 National culture

Is there any national culture? The answer is partially yes. In a country, where people from diversified cultures, live together, they always represent their own culture. But with the passage of time, when they live together for centuries, they adopt values, habits and customs of each other's culture and that can be named as national culture. Its bindings may be very weak but it exists. It is sort of overlapping of different cultures. Let's take the example of Pakistan. There are variety of cultures like the Pathans, Punjabi, Sindhi and Baluchies. Within these major cultures, there are sub cultures. They all have 180 degree opposite behaviours but they make one Pakistani nation. So, is there any Pakistani culture? The answer is partially yes, because of few commonalities in those local cultures but even than, people from different cultures and sub cultures will behave according to their own culture. If they are working in multicultural environment, they represent some how the Pakistani culture partially and will behave in their own local cultures, illustrated in Figure 5.

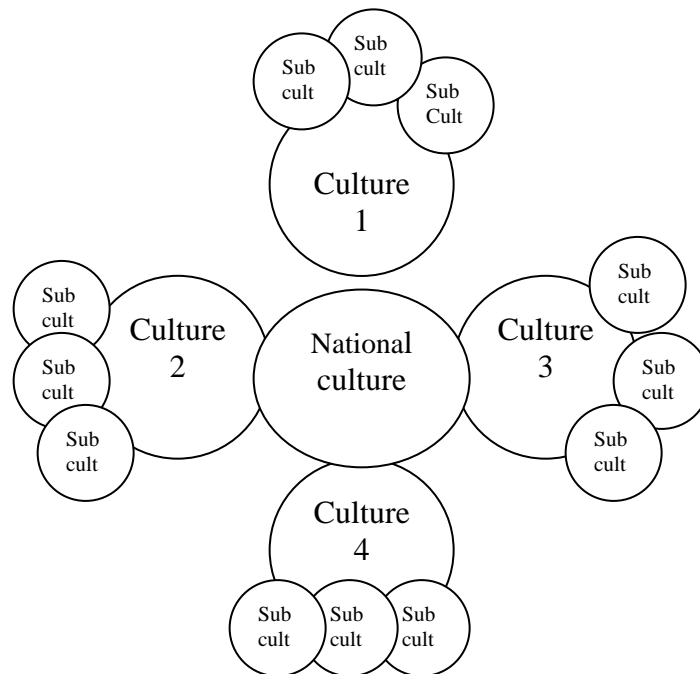


Figure 5 - Formation of National Culture ©

But overall it is captioned as national culture. Every one from above mentioned cultures or sub cultures, has his own values, upbringing, history, customs, traditions, educational back ground, way of thinking and behaving but when they interact with multicultural working environment 'culturally' they are considered as one nation which is not absolutely right. That is why it is said that "it is very sensitive issue and no one should disturb cultural operating system of others" (IP, 2007).

2.2.2 International or Global Culture

Uncertainty about national culture, leads to uncertain international or global culture. People live together for years in a country, even than, national culture does not develop. Similarly it is very difficult to develop an international or global culture. Global culture means people sharing values, ideas, beliefs, customs, traditions, and religious values. Is it being done? Though, the media and internet has become a source of culture transfer. Millions of people interact with each other and share different programs, visit websites but important element of global culture "shared communication" amongst people is somewhat missing. It was observed in the WMU computer lab that students from different nationalities were browsing news papers, TV channels in their own languages. Being in Malmo, they were trying to interact with their own people in their own language. It is difficult to say about the existence of global culture but we have to live with diversified cultures. We can not work in isolation. "Life is a team effort. No one gets very far alone" (Iacocca, 2007, p. ix).

Mixed crewing is one of its out come. No one can deny the existence of multicultural working environment but no one can change the habits, culture and values of others. What can be done is to name it as 'occupational culture' and teach people how to adjust in such diversified culture to work with understanding, peace and harmony. "If there were only locals in the world, world would be no more than the sum of its separate parts" (Hannerz, 1990, p. 249)

2.2.3 Self (Individual) in Multicultur

Individuals make groups and groups make a society. These groups bring in to action of their culture, transferred to them from their ancestors. Society becomes multicultural society. These individuals have their personal concerns as well as the society. It can be their family, other people working with them, society, and human being. Every individual makes part of the society and culture. "If every one acts as individualized individuals, no society is possible. If every one acts in complete conformity with others, there will be no difference between human beings and bees. Human ways of life are obviously somewhere in between these extremes"(Anthony, 1985, p. 27). There are different theories about the human existence in the society as for as individuals and society is concerned. Another theory is illustrated in Figure 6.

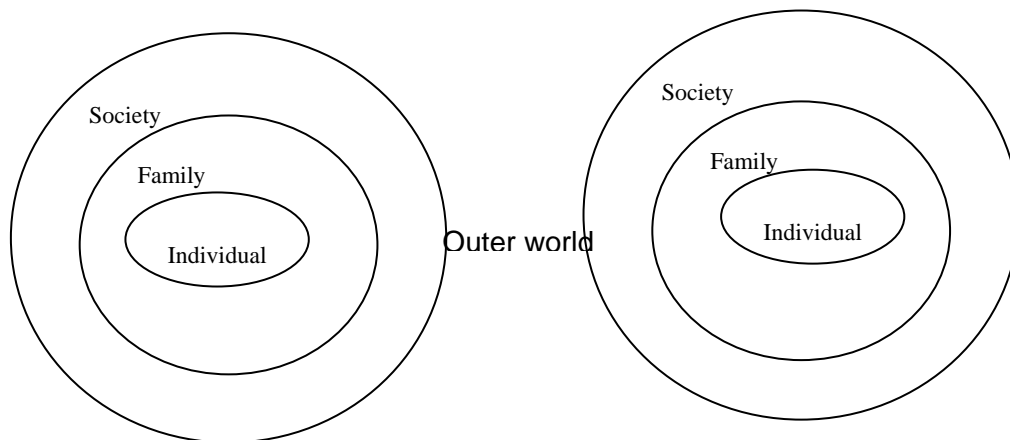


Figure 6 - Human interaction with the society and the outer world ©

It becomes difficult to adjust in the outer world if individuals are not aware of different cultures and languages of others. Seafarer is specie who has to deal with the outer world. He needs to know, how to adjust himself in that outer circle. It becomes difficult to communicate even. This outer world seems different to every individual.

2.2.4 How Individuals from Different Cultures Behave

“People at the acceptance stage enjoy recognizing and exploring cultural differences. They are aware that they themselves are cultural being. They are fairly tolerant of ambiguity and are comfortable knowing there is no right answer (although there are better answers for particular context). “Acceptance” does not mean that a person has to agree with or take on a cultural perspective other than his or her own. Rather people accept the viability of different cultural ways of thinking and behaving, even though they may not like it” (Bennett 1998, p. 28)

It is difficult to write on this issue because there are hundreds of civilizations and cultures and sub cultures around the world. Individuals from different cultures, think, do, deal, eat, talk, behave, respond and act in different ways. Main focus in this chapter is cultures of the maritime nations like Europe, USA, Japan, China, Philippine and subcontinent because presently shipping is concentrated in the developed countries where as mostly, seafarers are from Asia and Eastern Europe. In the following paragraphs a few examples of regional and local cultures are discussed that how people from these cultures behave in different environments.

2.2.5 Regional Cultures

Numerous cultures have been influenced by religions (religion itself is a code of life and it influences almost whole mankind), occupational forces (colonialism), languages, trade, media, and migration etc.

2.2.6 Asia

It is the most populated and the largest continent. It covers almost 29 per cent of land area and its population is about 4 billion people, making about 60 per cent of the world’s population (Asia). There are varieties of cultures, as old as mankind. Adam’s peak is in Sri Lanka which is considered to be the place on which Adam, the father of mankind landed from the heaven “The Allah almighty (God) ordered Adam to get down you and

your wife till a specific time to live on earth) (Holly Quran chapter 1 Verse 36). And “O mankind! Revere your Guardian-Lord, who created you from a single person, created, of like nature, His mate, and from them twain scattered (like seeds) countless men and women. (Holly Quran chapter 4 Verse 1). Different civilization and cultures came into being. Asian Cultures are also influenced by religion, language, trade, media, technology, migration and colonialism. Countries like Japan, Korea, Vietnam etc though they don't speak Chinese language but the manuscript is of the same origin. Both, the Chinese and Japanese can read the same script with different pronunciation. Similarly the Indian and Pakistanis can speak the same language but have different script. East Asian countries are influenced by the Buddhism. There are shared social values also which are derived from the Confucianism. In subcontinent, it was a mix culture because so many nations were living together. It was ruled by the Muslims for about 700 years. That has mixed up the culture. Now even Muslims, celebrate festivals like Hindus. Few practices are strictly prohibited in Islam like going on to the shrines and praying there but Muslims practice it because of Hindu cultural influence. Most of the marriage ceremonies in Muslims of subcontinent are celebrated according to Hindu customs, culture and traditions. Media and Indian film industry has influenced the Muslim culture in subcontinent. Same is the case with the Bangladesh.

2.2.7 Africa

Sub Sahara African culture is mostly dominated by the colonialism specially the European and the culture in the North Africa is influenced by the Arabs and Islam. Poverty bribe, lawlessness, bad governance, fighting amongst the African countries and tribes has influenced human behaviour. People are dying with hunger but war lords are purchasing sophisticated weapons.

2.2.8 Europe

This is referred as the western culture. It has also influenced by the colonialism. Mighty wars in Europe have brought so many changes in the culture. Technology and media

has an important role in the making up of culture. Influence of religion has been reduced. High life style, lacking in family system, rate of divorce, migration of labour from underdeveloped countries have its influence. Even after the inception of European Union, one can not say that the cultures have been merged. The life has gone faster. Hard working, honesty, higher life style, and the safety consciousness are the dominating factors in the European culture.

2.2.9 Middle East

It is mixture of Arabs, Turks and Iranian culture. Islam and Ottoman rule had significant influence over the Middle East. Media, trade and oil has also its influence. Oil means the wealth which has changed the dimensions of original Arab culture. Dubai has emerged as a modern non Arab looking city. Islam is the dominating factor but the question is what the most Arabs do? Do they reflect Islam from their behaviour and attitude?

2.3 Examples of Behaviours in Different Cultures

“The culture orientation of society reflects the complex interaction of values, attitudes, and behaviours displayed by its members” (Adler, 2002, p.17). Figure 7 shows the interrelationship between these elements.

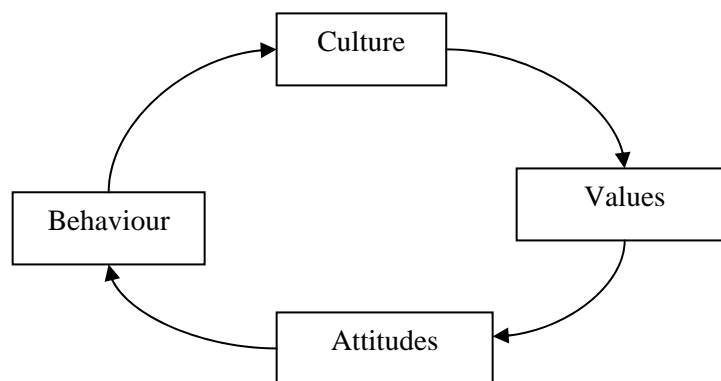


Figure 7 - Influence of culture on behaviour and behaviour on culture Source (Adler, 2002, p. 17)

“Value is that which is explicitly or implicitly desirable to an individual or group which and which influences the selection from available modes, means and ends of actions. There are many basic common elements in all cultures like clothing, food, housing, sex, job, money, relationship, justice, religion, education health transportation etc but the way the society or group of people adopt and achieve, is different from each other. Basically the idea behind this chapter is to describe individual's behaviour in cross culture environment.

2.3.1 Attitude

If we assign numbers 1, 2, 3.... to alphabets A, B, C, then allocate numbers to different words like hard work, knowledge, attitude, harmony, ability, understanding etc, only the word 'attitude' gets 100 per cent. “An attitude expresses values and disposes a person to act or to react in a certain way toward something”(Adler, 2002, p. 18). A professor from WMU was promised by a student to provide him few local songs from his country. This promise could not be fulfilled despite number of reminders from the professor, although being a very simple job. Ultimately the professor discussed this issue with the author. It was explained to him that it was cultural phenomenon. People from that particular culture, hardly say 'NO' to any one especially to elders. They promise on the spot with out thinking whether it could be accomplished and then if they are unable to fulfil the promise, they try to save face, give lame excuses and justifications.

2.3.2 Time and Punctuality

During my visit to Japan on the invitation of OPRF (Ocean Policy Research Foundation) and Nippon Foundation, I was astonished to see the schedule of the visit and the way it was conducted. Every event was in time to the maximum perfection. Bullet train was in time after travelling about 500 Kms. Trains in Pakistan are usually late even by days. Japanese take it very serious if you are late even by seconds. Similarly Swedes are also very particular about punctuality. In subcontinent and Middle East, being late is not a big deal. Trains, flights, meetings, marriage ceremonies, every thing is always late. If you receive an invitation card of marriage, showing the dinner time 8 pm, people

assume themselves that dinner will start not before midnight. If you are punctual enough, you would not find the host even. Same is practiced in the developing countries like India, Bangladesh etc.

The following message shows how the WMU staff is conscious about the time in multicultural environment because of the perception that time has least priority in many cultures as compared to Swedish culture.

Photo reminder!

Dear second-year students,
This is just to remind you that we will take an informal photo of as many of you as possible,

***Wednesday, (1st august) 13:00
On the forecourt in front of WMU.***

Please don't be late.
I'll be operating on Swedish time, so being late will mean disappointment

(Message from Lyndell Lundahl)

2.3.3 Safety

After food and shelter, safety has paramount importance in the human life. Every one has the urge to have safe living and working environment. Different cultures have different connotation of safety. In third world countries, so many people die in road accidents. Wearing of gloves, welding protection glasses, plastic gloves while repairing electric appliances, taking proper safety precautions while working on machines is very rare in countries like Pakistan. No sense of security as compared to the developed countries. On the other hand "One Swedish manager refused to lower the safety standards on his company products, even though the lower standards were legally acceptable in the potential buyer's country. The Swede lost the contract because his bid, which included the higher safety standards, came in too high" (Adler, 2002, p. 125).

2.3.4 Honesty and Trust

It is good to say that “honesty is the best policy” but it is difficult to maintain in many cultures. Honesty, not only in financial matters, but it is also important in work, company, ship, community and country. Adler has narrated a story about a young Canadian who found summer employment in a restaurant owned by a Bosnians in Sweden. At the end of the first day’s work, he was brought to the back room by the owner. He took out the money box and gave him the wages. He was about to keep the box back, phone rang in other room. The owner hesitated either to leave the money box and go to attend the phone or take it with him. After a moment he got up and went to attend the phone, leaving his money box their. If there would have been a Canadian owner, he would have taken the money box with him, not trusting on a Bosnian worker. (Adler, 2002, p. 24). Being a Muslim in Pakistan you are obliged by the religion not to take any thing which does not belong to you but daily news papers are full of corruption of ministers, Army Generals, and politician. Dishonesty has become their second nature which trickles down to every individual and even to seafarer.

2.3.5 Relationship

“An American would not accept a gift from a Korean client because it is considered as bribe where as, to the Korean, gift giving represented a form of relationship building”. (Adler, 2002, p.125). Relationship in Pakistan means a profitable business. Relatives will be benefit out of turn in jobs, contracts, benefits etc. German will never bother to develop relationship in business. They do business just as a business contrary to Japanese as narrated by Adler that one German manger went to Japan to get a contract. He spent his first two weeks in Japan dining and playing golf with his Japanese counterpart with out scheduling any formal business meeting. His boss in Munich was angry and thought that his manager had mixed up his business trip with vacations, where as he was accommodating himself with the Japanese culture. He wanted the Japanese to know him well. He got the contract.

2.3.6 Answers to the Subordinates

In some cultures the boss is considered to know the answer of every question of his subordinates. Teacher should answer every question of his student whether right or wrong, otherwise he is not considered competent boss or teacher. In some cultures, it is the other way round. Figure 8 illustrates very interesting results that how important it is for managers to know the answers of the questions from their subordinates

Percentage Agreeing

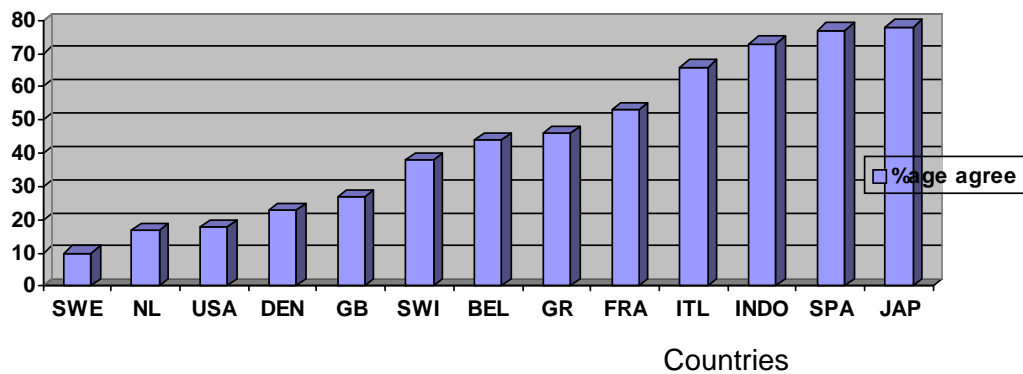


Figure 8 - Percentage of managers agreeing that they should know the answers of their subordinate's questions **Source** :(Adler, 2002, p. 15)

2.3.7 Individual Perceptions about Individuals

It is a very interesting phenomenon. Individuals from different cultures have different perceptions about individuals from other cultures. Table 1 shows very interesting data.

Table 1 - How others see Americans

France	Japan	w. Germany	Great Britain	Brazil	Mexico
Industrious	Nationalistic	Energetic	Decisive	Decisive	Industrious
Energetic	Decisive	Inventive	Inventive	Inventive	Inventive
Inventive	Energetic	Decisive	Energetic	Energetic	Inventive
Decisive	Industrious	Nationalistic	Industrious	Industrious	Decisive
Nationalistic	Inventive	Industrious	Nationalistic	Nationalistic	Nationalistic

Source: News week July 11, 1983 (reproduced by Adler, 2002: p. 86)

Another interesting story is narrated by Adler that after spending few weeks with his Japanese host, it was his last night in Japan. He was expecting his host to say good night as he had been doing all week. But he blurted with great embarrassment when his Japanese host asked him to sleep with him? He was surprised that he had shown no sign of gay during the whole last week. A lot of business was at risk. So he agreed. Japanese host put his mattress alongside him. They both went to sleep without any physical interaction. Later, he learned that for the traditional Japanese one of the greatest compliments you can be paid is for the host to ask “ can I sleep with you” this goes back to the ancient feudal times when life was cheap, and what the invitation was really saying was “ I trust you with my life. I don’t think that you will kill me while I sleep. It shows the perception of people from different cultures about any issue. It is illustrated in Figure 9 and 10.

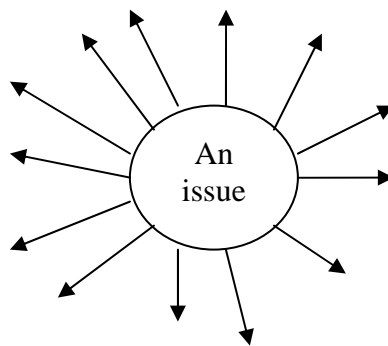


Figure 9 - Different perceptions of different people ©

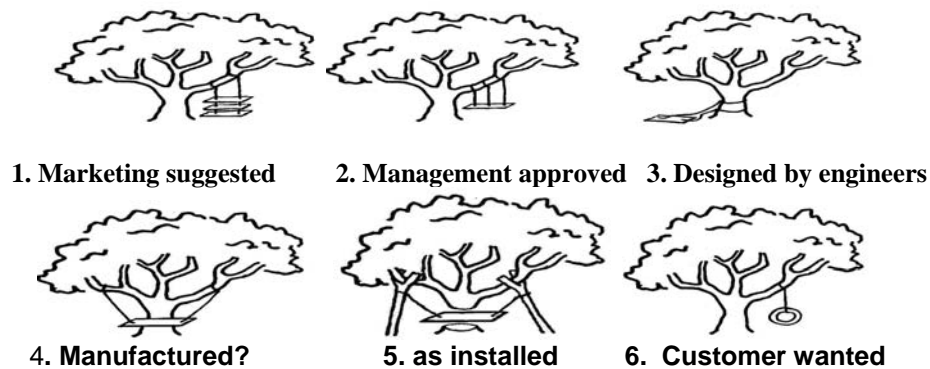


Figure 10 - Different perceptions of different people Source: (businessballs)

2.3.8 Abiding by Law

Pakistani seafarers are professionally excellent but they interpret rules and regulations according to their own will and benefits. In many underdeveloped countries, lawlessness is a big issue. In Pakistan, where chief justice can be removed by illegal army chief who has illegal portfolio of the president in military uniform, what can be expected out of the national culture? This phenomenon trickles down to the grass root level. Traffic rules violation is normal practice. Where as in Sweden people even on bicycle stop on red signal. “O ye, who believe! stand out firmly for God, as witnesses to fair dealing, and let not the hatred of others to you make you swerve to wrong and depart from justice. Be just: that is next to piety: and fear God. For God is well-acquainted with all that ye do” (The Holly Quran, chapter 5 verse 8)”. But still people don’t do justice and abide by a law which is very important in implementation of regulations for which even IMO is finding hard way.

2.3.9 Religion

Figure 11 shows different religion being practiced by different people. There are different definitions of religion. It is a belief of a group of people on which they try to spend their life. This provides relationship between people and God.

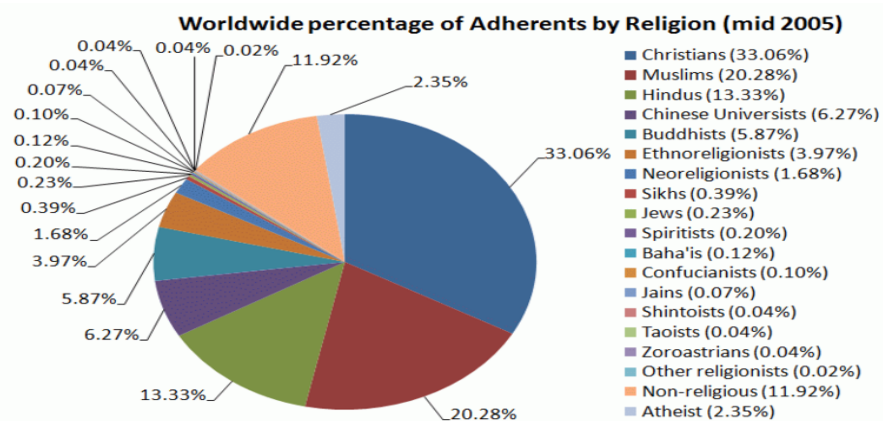


Figure 11 - Religions of the world Source (religion)

“System of beliefs and practices concerned with sacred things and or symbols uniting individuals into a single moral community”. “Any specific system of belief, worship, or conduct that prescribes certain responses to the existence (or non-existence) and character of God” (religion)

People from different religions behave in different ways. Seafarers on board ship will not eat similar food. Indian will ask for vegetables, Filipino will need pork, Muslims will seek for chicken and meat and that too HALAL (Slaughtered according to Islam).

“In Muslims, Hindus and Christians (Roman Catholic countries, in particular), religion is important in every day life and in the community in general. It therefore has a fundamental impact on how people behave” (Horck, 2004, p.18)

There is another very interesting phenomenon. If one has studied the religion of others to know how a particular believer will behave according to his religion. To his amazement he finds many believers behaving totally opposite to the teaching of particular religion. One can be deceived by this. For example, Islam prohibits drinking alcohol; (Alquran chapter 2, verse 219) contrary to this, many Muslims drink specially seafarers. In WMU many Muslim students drink alcohol but they do. One will think that Muslims are prohibited to drink. This is another hurdle in teaching cultures and behaviours.

2.3.10 Apologies

In 1982, two fatal airplane crashes occurred at roughly the same time. One was in Washington D.C, killing 77 people, the other in Tokyo Bay with 24 dead. In USA, it was attempt to explain what happened but the crew, officials from the air line and the government made no effort to apologize to the public or to any of the families of the victims. In Japan, it was handled in different way. The president of the air line company apologized to the public and visited every family involved to apologies personally and he resigned. The captain and co pilot officially apologized for the accidents even before

the out come of the investigation of the accident. The director of transport resigned his position to take the responsibility (Barnlund and Yoshioka, 1990, p. 193-205).

A similar incident occurred in India and Pakistan. There were fatal train accidents simultaneously in both the countries. Railway minister in India apologized from the public and resigned. On the other hand, when the railway minister in Pakistan was asked by the media people about his resignation following the example of the Indian minister, he gave very interesting statement that “I am a Muslim and you want me to follow a Hindu”

A very famous accident in 2001 involving the sinking of the Ehime Maru, a Japanese fisheries high school training boat, hit by US Submarine, can be quoted a best example of apology. A special envoy from US delivered a letter from President Bush to the Japanese prime minister for apology on this accident but the people demanded that the captain of the submarine should apologies from the deceased families. Finally the commander Scott Waddle, Submarine captain wrote to the families of the victims apologizing for the accidents. (Darren)

In countries like Pakistan, to apologies or to say sorry is the sign of weakness and poverty. Ruling class, big bosses, riche and authoritative ones have no such word in their dictionary to say sorry or apologies. “Don’t be swayed by first impression, and if you make a mistake and alienate somebody by your obvious disregard of what they have to say, the word sorry is worth its weight in gold. Apologies for your behaviour. The results are mutually gratifying” (Sangeeta Patel, 2000, p. 22)

2.3.11 Subordination

It is a big issue in the multicultural environment. People from different cultures try to agree with the boss weather he is right or wrong. This attitude leads to many accidents. Bosses also like bossing. They think that subordinate has no wisdom. An officer was placing a portrait on the wall in ship’s Ward Room. Executive officer (second in command) came and asked him “who fool has suggested you to put this portrait here.

You don't have any aesthetic sense". Meanwhile the captain entered and asked the second in command, "how this portrait is looking, I have asked him to put it there". Excellent sir, a minute ago I was asking him that who had suggested him an excellent idea to put the portrait at that place". The second in command replied.

It was revealed in the investigation of the Korean Air flight 801 crash in 1997 by the Us National Transport Safety Board that the crew members did not question their captain knowing that he was making wrong approach for landing. There are so many examples of the subordination and bossing leading to the major disasters. There are so many incidents occurred due to hierarchical way of working and "too subordination".

2.3.12 "Our Way"

Is it possible to develop a new working culture on board ships in which every one should act according to a new culture 'our way'? It is not only difficult but also impossible. Every one thinks and acts in one's own culture, with few fundamental exceptions, which are the basic requirements of a particular profession but the behaviour of individual can not deviate from his culture. The only way out is "to survive in a multicultural world one does not needed to think, feel and act in the same way in order to agree and co-operate. Understand your own cultural values and the cultural values of others with whom one has to co-operate and the basic skills of survival will be achieved. (Horck, 2004. p. 25)

If a seafarer is taught something about other cultures, with whom he is going to work prior his joining the company or a ship, he will not feel isolated. A Japanese ships owner would like a Filipino or Pakistani crew to behave like Japanese which is impossible, rather every one should understand each other's culture, attitude and behaviour. "Should individuals from different cultural backgrounds, do things 'our way'? 'Our way' means 'our culture' and this is a very personal matter" (Margaret). The thumb rule is, know yourself, and act as your culture, religion and custom demands so others are not mistaken. Know other's culture, religion and customs and find a way to work together with harmony and understanding so that you are not mistaken and

misunderstood. Respect other cultures because no culture is wrong. “Now leadership involves not just lending a hand, but also lending ears – respecting the cultures and insights of other nations” (Iacocca, 2007, p.121).

2.4 Communication

Communication is a process which allows human being as well as animals to transfer or exchange information by different means. Since its creation, human, has tried to find out ways and means to communicate with each other. “When Qabeel, son of Adam killed his brother Habeel (the first human murder), he was worried about disposal of his dead body. A crow came and started digging the earth with her beak and paws. Qabeel understood the message. He dug the earth and buried his brother” (AL QURAN, chapter 8, verse 28 - 31).

Different methods were evolved to convey messages like pictures, signs, signals, words, letters, colours, gestures; body language etc. Experts have divided into two distinctive categories i.e. verbal and non verbal communication. Verbal communication includes words, letters, spoken, pictures, signs etc, where as non verbal includes gestures, time, space, distance, facial expressions, eye contact etc. There are few dimensions of communication like who, what, when, whom, how, why, where. Which means who is communicating to whom? What does he want to communicate, its contents, time, space, place and the medium of communication.

2.4.1 Languages and Language Barriers

Language is the biggest medium of communication other than signs, symbols, gestures, etc. At the same time it is the biggest barrier of communication too. In the urge to communication, different languages emerged. As of early 2007, there are 6912 known living human languages spoken in the world. (Gordon). Language is a dominating factor of a living culture. Individuals of particular culture feel proud of their language. Every living nation tries to keep its culture and language alive. Like for example in Sweden, the government spends lot of money to promote its language. If you get across any German or French they will try to avoid speaking English.

No nation can make progress unless it has its own rich language. Some times we need a common language to communicate in the multicultural working environment. But the question is which language should be the multicultural language. There is no doubt that English language has become the basic tool in the modern development. Many nations confront this and they do not like the domination of any foreign language. In some countries the education system does not support the foreign language.

2.4.2 Seafarers and Languages

Should seafarers develop their own language? It is another research issue but by the time being, English has become the seafarer's language. MET institutions try to teach seafarers a working English language but in the maritime industry it is observed that it has not served the purpose. So many accidents/incidents have occurred due to lack of poor and wrong use of English. During the study tour of WMU students to Korea, one of the high official from Korean shipping industry, during his presentation apologized for his poor English. He asked the students that how many kinds of English languages are there in the world, students replied" UK English, subcontinent English, US English, combined English, etc. he added "There is another type of English and that is "broken English". English is a foreign language to most of the seafarers. Different People have different accent. Way of speaking, pitch, tone, vocabulary and style is also different. That is why cross culture communication becomes difficult. Brown mentions it as learning of a second language is learning of a second culture (Brown)

2.4.3 Cross Culture Communication

"The safe and effective operation of ships crewed by small numbers of people calls for a level of intuitive understanding of words, nuances of phraseology, gestures, bodily movements, silence, customs and practices that can only be available to experienced users of the same language" (Stevenson, 1998, p. 5). There is no doubt that cross culture communication is always a point of concern in the multicultural working environment. Culture other than the previous definitions, it is defined in a different way

as for as communication is concerned. In Kramsch's point of view Cross culture or intercultural communication is usually refers to the meeting of two cultures or two languages across the political boundaries of nation states (Kramsch).

“Miscommunication, a common cause of accidents, can never be eliminated whether between crewmembers on a ship, two or more ships navigating in a common area, a ship and a shore facility, or a ship and its shore management. This issue has featured prominently in maritime casualty reports and has highlighted the problems associated with the transnational nature of shipping, particularly the current phenomenon of multinational crewing” (Max). Figure 12 explains about the barriers of communication

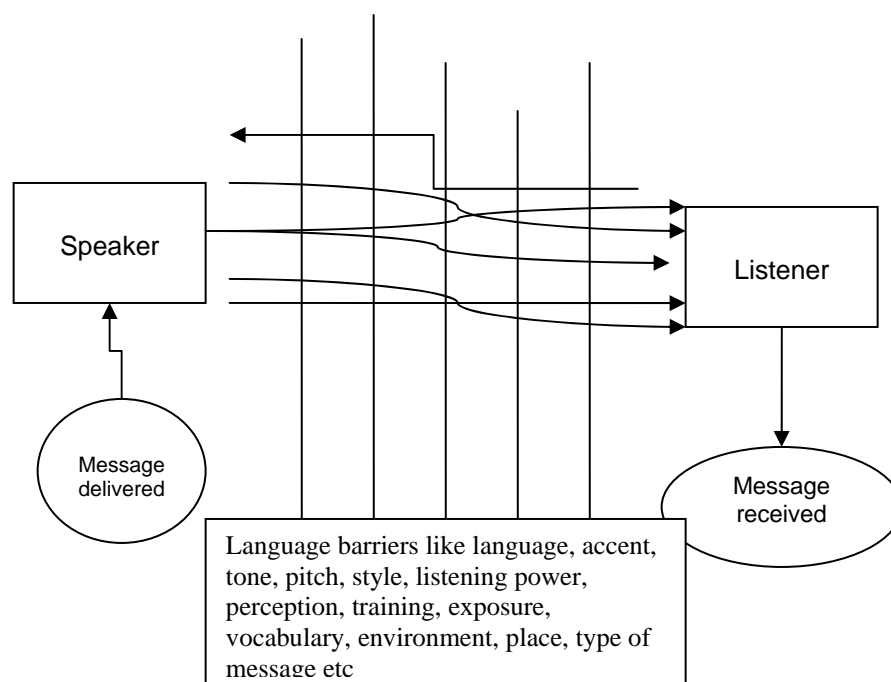


Figure 12 - Cross culture Communication Barriers ©

2.4.4 Non verbal Communication

It includes facial expressions, tones of voice, gestures, eye contact, spatial arrangements, patterns of touch, expressive movements, space, time, distance between the individuals, an intention etc. Different studies have suggested that nonverbal communication is more important in understanding human behaviour than words alone.

2.4.5 Listening

Less attention is paid to the listening aspect. Listener is as important as the speaker. A good speaker is good because there are good listeners. Otherwise the whole communication will go in to the air. "Listening is art, its all about connection. You need to be focused out not in, because in an interaction you are involved in an interaction. "seek first to understand then be understood" effective listening shows we are seeking co-operation not competition" (Sangeeta, 2000, p. 21). "It would seem then that we can not afford not to listen; the price in every respect is just too high" (Cheryl, 2000, p. 21). Seafarers need to improve upon the listening skills also because it is an important factor in the communication skills.

2.4.6 Importance of Communication

"Communication within the maritime industry in general and at sea in particular, requires a high level of competency is axiomatic" (Cole, 2005, p. 65)

"Over 70 per cent of workplace mistakes are directly attributed to poor communication"(Cheryl, 2000, p. 21). "Recent research carried out by the University of La Coruna (Spain) shows that 20 per cent of maritime accidents have a communication factor as one of their cause. In the research 95 per cent of those polled thought that the establishment of a common language on multilingual crews was always important. 62 per cent said that they frequently observed communication problems between other

ships, between themselves and shore services. Only six percent were in the opinion that they had suffered a seldom problem in communication” (Rosa, 2003, p. 15-21)

An important part of safety culture is good communication among all levels of the organization. Many aspects of the operation and safety of the ship depends on good communication between individuals and between individuals and the working group (Rosa, 2003, p. 15-21)

“Communication is an essential part of human interaction. The benefits of effective communication are many and obvious as they enhance all aspects of our personal and professional life. Ineffective or misunderstood communications in our personal lives may give rise to the problems or embarrassment but in our professional lives the results of misunderstanding may have much more serious results. In the world of national shipping, with seafarers from many countries sailing on ships trading to all parts of the world, effective communication between those on board and between those on board and between ship and shore is vitally important” (A Winbow, 2002, p. 1)

Not only communication but cross culture communication is very important in the shipping industry. “The safe operation of vessels depends on effective and efficient maritime communication, which requires seafarers to communicate linguistically, cross – culturally, and interpersonally” (Wang & Gu, 2007, p. 341)

2.5 Analyses of the Chapter

The purpose of discussion in the above chapter was to get familiar with the globalization, culture, global culture, how people behave in multicultural environment and how the communication skills and cultural awareness is necessary for an individual to work in the global market which is irreversible phenomenon. It is difficult to change ones culture and values and we should not, because every culture has its own values and importance. We can devise a method in which people can learn about other cultures. Make them aware of the behavioural approach of other people. If we can succeed in teaching people how to respect other cultures, we are successful to make

this world peaceful and shipping industry free of accidents to some extent. Role of MET is lacking in promotion of cultural awareness and communication skills. "Language skills are no longer limited to a consideration of the four basic activities of reading, writing, understanding speech, and speaking. We are more inclined nowadays to think in terms of the various specific types of behaviour that occur when people are producing or understanding language" (Michel, 1985, p. 8)

CHAPTER THREE

Role of Shipping Industry in the World Economy

“About 90 per cent of the world trade is by sea, which means that maritime transportation is a major factor of globalization which drives the world economy” (Yohei Sasakawa, 2006, p. 1)

Shipping industry plays very vital role in the world economy. It provides cost effective transportation especially in bulk transportation. The theme for the world maritime day 2005 international shipping “carrier of world trade” highlights its importance. Although it is difficult to calculate the value of the trade but shipping contributes about 380 billion US Dollars in freight rates. (UNCTAD)

“Along with the expansion of the world economy global sea born trade volume is steadily increasing”(Kunio). “Ships capable of carrying large volumes of natural resources and various other goods supporting human life are indispensable for the prosperity of humankind” (Takashi) “Over the recent years; the global seaborne trade volume has been tremendously growing. This circumstance has further enhanced the importance of ships as means of mass transportation” (Mototsugu)

“There can be no doubt that shipping plays a pivotal role in underpinning international trade. It has always provided the only really cost - effective way to transport large quantity of raw materials, components, finished goods, fuel and foodstuffs over any great distance. Ships and the seafarers that man them therefore fulfil a vital role in today’s global economy”. (Efthimios, 2005, p. 1)

3.1 Value of volume of world Sea Trade

“Shipping trade estimates are often calculated in tonne -miles - a measurement of tonnes carried multiplied by the distance travelled. In 2004, for example, the industry

shipped around 6.7 thousand million tonnes over a distance of about 4 million miles, giving over 27 thousand billion tonne-miles of total trade.” (Fearnley's Review 2004). Figure 13 explains the world sea born trade from 1994 to 2005 (Appendix A)

3.2 Evolution of Maritime Traffic

1900 about 200 million tons
1950 about 500 million tons
1960 about 1080 million tons
1970 about 2605 million tons
1980 about 3590 million tons
1990 about 4008 million tons
2000 about 5885 million tons
2005 about 7109 million tons

Detail of this is shown in Figure 14 (Appendix B)

Not only cargo, passenger shipping and ferry service especially in Europe has also increased manifolds. Many big passenger ships have been built during the last few years.

“Over 90 per cent of world trade is carried by the international shipping industry. Seaborne trade continues to expand, thanks to the growing efficiency of shipping as a mode of transport and increased economic liberalization, the prospects for the industry’s further growth continue to be strong. There are around 50,000 merchant ships trading internationally, transporting every kind of cargo. The world fleet is registered in over 150 nations and manned by over a million seafarers of virtually every nationality” (marisec)

CHAPTER 4

Human Element

“The term “human element” or “the human factor” is often heard in conversations of persons having little or no true knowledge of “human factors” or “human factors engineering”. It is often used by persons to express their bias or prejudice concerning the behaviour of certain people related to a specific event being examined. When something goes wrong, the term “the human element” is typically used. In this sense, it is an attempt to blindly judge or blame people as being “idiots” or worse” (Z. Er & Celik, 2005, p. 236).

After the industrial revolution, especially in the communication and computer industry, shipyards and equipment developers have tried their level best to replace human being with modern electronic gadgets. Every passing day brings new ideas about the equipment. The idea behind this development and modernization was to reduce the human factor in the shipping accidents. During the last few decades the ship structure and the ship systems have been developed and improved but less attention has been given to the human element.

“IMO’s own commitment to consideration of the human element in shipping runs deep and can be found today in almost all the work the organization undertakes. Indeed, in defining its objectives for the 2000s, IMO took the conscious decision to focus attention on shifting the emphasis on to people” (Efthimios, 2004, p. 2).

“The industry should be focusing more on the human element rather than spending lot of money on bridge layout and increased automation” (Horck, 2004, p.16).

4.1 Human Element and Maritime Safety

The sea has always been a challenging and hazardous to the human kind despite its all benefits. So many lives have been lost in the sea trade game. Shipping accidents may be reduced with the help of gadgets but the impact of those accidents has been tremendously increased with the increase in trade volume, shipping traffic and the ship size. “Based on three years of review, the following conclusions have been drawn from

the accidents investigations by US Coast Guard, Australia, Canada, Norway, and UK that while the frequency of accidents is declining, human error continue to be a dominant factor in approximately 80 to 85 per cent of maritime accidents” (Baker & McCafferty,2005, p. 1). The same technical paper by them states that USCG (US Coast Guard) accidents data of 71,470 records over the period 1991 to 2001 shows that human error was primarily responsible for approximately 46 per cent of maritime accidents. Similarly 350 accident reports from MAIB (Maritime Accident Investigation Board), TSB (Transport Safety Board Canada) and Australia transport safety board (ATSB) were analyzed. According to MAIB data 82 per cent are associated with the occurrence of human error, compared to 85 per cent as represented by the ATSB data, and 84 per cent according to the TSB Canada data. This paper also examined 4,660 accidents recorded from 1971 to 2003 by WOAD data base established by DNV. It reveals three major causes of accidents like engineering, human error and human and engineering.

A study conducted by Dr Anita M. Rothblum shows that ship systems today are technologically advanced and highly reliable. Yet, the maritime casualties rate is still high. It is said that the maritime system is a people system that is why human error is very prominent in accidents and about 75-96 per cent of marine casualties are caused, at least in part, by some form of human error. She further stresses upon that if we want to make greater strides towards reducing marine accidents, we must begin to focus on the type of human errors that cause casualties. She mentions in her study that it is rightly said that if we can determine the types and causes of human error, we can reduce the number of accidents.

Toe focuses on the issue as class societies focus on structural standards because it is our job, but we have found that human error is even more important. We used to say that 80 per cent accidents were due to human failure while 20 per cent were due to technical problems. My impression is that this has moved in the direction of 90 to 10. When we looked into the mirror we realized that we had to put more effort into managing human error onboard vessels. (Toe)

4.2 Language Barriers and Maritime Accidents

A research conducted by Transport Safety Board Canada in which 273 shipping incidents were analyzed. For Each occurrence, the most significant factors contributing to the occurrence was identified shown in Figure15.

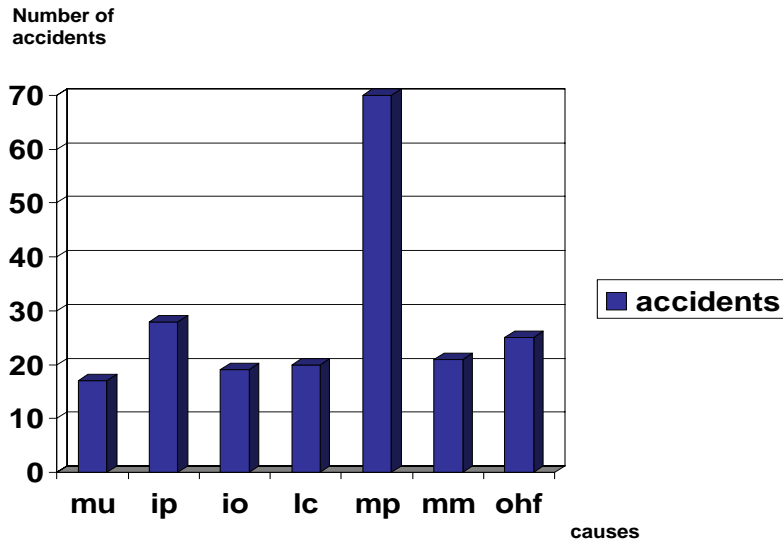


Figure 15 - Contribution of human factor in 200 accidents ©

Key to the graph: **mu**: misunderstanding, **ip**: inattention pilot, **io**: inattention oow, **lc**: lack of communication, **mp**: misjudgement pilot, **mm**: misjudgement master, **ohf**: other human factors

Figure 15 show that 84 involved misunderstanding between pilot and master, inattention by the pilot and the OOW. In addition, 91 involved misjudgement by the pilot or master. Breakdowns in communication or team work on the bridge are another vital factor. This all shows how human communication skills, human interaction, poor team work, language barriers, multicultural environment are contributing towards the accidents and loss of lives. "...efforts have been concentrated on the development of technical standards in the design, construction, operation, equipment, and maintenance of ships. The amount of time and efforts given to formulating these standards have given many the false impression that the ultimate means to promoting maritime safety is

to create perfect machines that could withstand or compensate for the imperfection of human operation, it is still common to quote statistics indicating that more than 80 per cent of maritime casualties are directly linked to the human factor. Indeed, as long as humans operate ships the human factor will remain a significant element in any casualty at sea. Aside from man's frailty, two significant human factors that influence maritime safety are language and culture" (Max)

Rosa looks at the growing concern over the poor communication skills in shipping, as In January 1998 the FLARE broke into two in sever weather conditions while en route from Rotterdam to Montreal. The stem was sunk in just 30 minutes, killing 15 crew members and seriously injuring other 4. The final report reveals that the crew was composed of four different nationalities. English was the common language on board. However during emergency drills the Yugoslav Chief Engineer had to translate the Greek master's English instructions for him.

The report also says that the difference of language also created a culture of uncertainty and misunderstanding. This was the major contribution to the loss of lives. In April 2001, a French registered fishing vessel Saint Jacques collided with Gudernes, product tanker registered in Malta. About 71 tone of oil was spilled out and it was revealed that the crew member on the bridge of the French fishing vessel did not understand English and could not understand radio communication to apply COLREG. How great threat and risk is posed to the shipping industry due to inadequate communication skills? One of the negative out come of lack of communication skill and cultural awareness is that it is hampering the inter crew relationship on board ships. During emergency and in panic, people tend to forget so many things. Every one thinks in his own language.

"It has been discovered that accidents, both directly and indirectly, have been rooted in lack of communication, with misunderstanding as a logical sequence. The crew having different cultural up bringing, a lack of cultural awareness and in addition poor mastery

of the English language could explain the reason for such misunderstandings” (Horck, 2007, p. 30)

4.3 Research Conducted by Different Organizations

Number of organization carried out various research works. These include the following:

1. Transport Safety Board of Canada
2. The Australian Transport Safety Bureau
3. The Maritime Safety Authority of New Zealand
4. The Marine Accident Investigation Branch in the United Kingdom
5. The National Transport Safety Board of USA
6. The USA Coast Guard

635 causality reports investigated by all these agencies were analyzed, and it was revealed that 125 out 635 causality reports were related to communication problems. These are classified in three categories

1. The relationship with language problems, technical problems or other communication problems.
2. The kind of accident, incident that occurred.
3. The kind of communication problem involved in the accident like internal, external, use of wrong phrases, communication between ships, communication between ship and shore etc.

The overall analysis shows that between 10 to 16 per cent maritime accidents are related to language problems. 25 per cent of the grounding accidents out of these were due to external communication problems. 25 per cent of the accidents were due to the written language problem like inadequate signs, instructional material and hand books etc. The most common cause for the accidents due to communication problem was the external oral communication problem with 32 per cent followed by the internal oral and written problem with 28 per cent and just 11 per cent was due to misuse of the

standard maritime terminologies. Few other examples where the lacks of communication lead to accidents and loss of lives are:

A 56000 gt Bahamian flag tanker was being berthed at an oil terminal in the UK. The mooring line parted and hit the crew of mooring boat crew causing serious injuries. The intentions of the pilot were to pass the line a shore but not to make it fast but on the other hand the captain was communicating with his mate and he asked him to make it fast. This all verbal communication between the captain, mate and the ship crew was in Korean and pilot was unable to understand. This led to serious accident because of lack of communication between the master and the pilot.

A panama flag bulk carrier went a ground when it was leaving a port and was being conned by the pilot. He was giving the orders to the conning person. Due to his divert intentions he could not monitor the actions of the conning man. After few minutes the sip ran a ground. The only reason was the misunderstanding between the pilot and the conning crew because of the language barrier. He was unable to apprehend the accent of the pilot giving orders in English.

In a passenger ship there was small fire in bedding. It spread in the ship. 158 people died in this accident. The only reason was the exit route signs in a language which were not understood to most of the passengers. The crew also did not share this problem with the passengers.

MV Santa Cruz II and USCGC CUYAHOGA in the Cheasapeak Bay in the clear calm night, the captain misunderstood the lights and the second reason for the accident was the crew. They realized what was happening but they failed to suggest captain. This shows the lack team work and typical hierarchical system because of multicultural working environment. Following are few examples on communication constraints and lack of cultural awareness, found in maritime causality reports, are shown in Table – 2

Table 2 - Maritime accidents due to language and/or cultural constraints

Type of accident	Ships name	Nationality	Year	Language constraints	Culture constraints
Grounding	Domiat	Egypt	2004		Yes
Explosion	Bow mariner	Greece	2004		Yes
Collision	Fu Shan Hai	China	2004	Yes	
Collision	Silja opera		2003	Yes	
Collision	Tricolor	Norway	2003	Yes	
Grounding	Sea mariner	Cyprus	2002	Yes	
Collision	Xu Chang Hai	Panama	2000		Yes
Crew death	Sally Maersk	Denmark	2000	Yes	
Collision	Tiden	Sweden	1998	yes	
Grounding	Algolake	Canada	1997		Yes
Grounding	Braer	Liberia	1993	Yes	
Fire	Scandinavian Star	Bahamas	1990	Yes	
Grounding	Torrey canyon	Liberia	1967	yes	Yes

Source (Horck, 2007, p. 38)

4.4 Analysis of the Chapter

Human factor is the big contributing factor to the shipping accidents/incidents. Language and cultures barrier are the main contributors to human element. Shipping industry needs to improve upon the human resource factor. Untrained and cheap labour, lack of training on communication skills and cultural awareness, fatigue, less number of crew, lack of knowledge, overworked crew, misinterpretation, misjudgement, poor maintenance, unsafe company culture, lack of team work, inadequate communication skills, lack of understanding of each other's cultures and opinions, lack of team work, lack of team building and less attention towards the development of the human resources are major causes of accidents. "we should applaud the safety improvements which are attributed to technology but if we are to achieve further gains we must put the same amount of effort and energy into the one area begging for attention and that is "people" – the so-called human element" (O'Neil)

CHAPTER 5

Shipping Industry Stakeholders and their Responsibilities Towards Training

Let's play Dale Carnegie and read what he says in his book 'How to Win Friends and Influence People' (author)

"In order to maintain harmony between the marine environment and our maritime activities and to tackle issues against which conventional systems and methods are inadequate, we need to grasp the overall picture of the maritime community and its activities.....a key step in developing a new maritime community will be the nurturing of human resources capable of dealing with the many difficulties and this is of central concern for all of us" (Yohei Sasakawa, 2006, p. 2).

Shipping industry Stakeholders like IMO, Ship owners/Shipping companies, Flag states (Port authorities / Port operators/Administrations/training, MET Institutions, Manning agents. Seafarer, International bodies like seamen union, ILO, Classification Societies, NGOs like OPRF etc have a role to play in safer shipping and cleaner oceans.

5.1 Shipping Industry Issues

This industry has variety of issues and problems. My focus in this dissertation is with respect to human element in general and importance of communication skills and cultural awareness, in particular.

5.2 International Maritime Organization (IMO)

IMO is an international body under the umbrella of the United Nations. It has produced number of compulsory and recommendary legislation for safer shipping and cleaner oceans. In addition to the regulations and instructions, IMO is also working with other international bodies like ILO (International Labour Organization), Classification Societies, and Seafarers Unions etc, to improve upon the human factor. IMO has tried

to harmonize the training standards also. In addition to the major work of IMO in the form of STCW (Standard of Training, Certification and Watch Keeping for Seafarers), numbers of IMO Model Courses have also been developed. Still lot is needed to be done; anyhow, IMO has emphasized the importance of communication skill and cultural awareness on number of occasions and in number of documents.

5.2.1 Maritime Safety Committee Circular 813

This circular mentions the role of the human element, examines the various communication problems derived from language difficulties. Low standards of crew training and a lack of knowledge and ability to use common or working language on board ship are the key concern. It also mentions about the necessity of primary language skills to communicate and perform duties as required. Other problems are communication on bridge amongst the crew members, between ship and shore, with the pilot and with other vessels. It also mentions that it is not just spoken communication that needs to be addressed but instructions; handbooks, documents, signposts and other information onboard ship are often written in a language that crew and passengers alike are not familiar with. It is hardly ideal in emergencies.

IMO has developed number of rules and regulations to harmonies and standardize the maritime terminologies and phrases and an attempt to reduce the human element in the accidents by introducing the use of common language on board ships which is understood to the crew especially in emergencies and creating harmony on board ships with out any distinction on the bases of language, culture, colour, and creed, ethnic so as to reduce the risks of accidents.

5.2.2 Efforts by IMO

Following rules/regulations/conventions/circulars etc and other IMO work can be describes as the best efforts of IMO, as follows:

1. Standard maritime terminologies are regulated by Res. A918 (22) Standard Marine Communication Phrases (SMCPs) which are the final out

come of the adjustment of Res. 380(10) Standard Navigation Vocabulary (SMCV) and these are compulsory according to STCW 95.

2. Res. 380(10) also considers English as common language to international maritime communications between ships and ships and shore.

3. STCW also requires minimum skills applicable to deck and engine officers, the knowledge of spoken and written English

4. In conjunction with the internal communication, revised chapter (V) of SOLAS that entered into force in July 2002. It includes a requirement for a working language to be established. Ships engaged on international voyages shall use English on the bridge as a working language unless all those involved in communication share a common language other than English.

5.2.3 Review of STCW

During MSC 81, it was agreed to review the STCW. During STW 38 in the plenary agreed on many issues to be reviewed. Like Annex 11 (3) (5) addresses requirements for effective communication.

Despite all efforts and requirements of STCW that officer in charge of navigational watch on vessel of gross tonnage of 200 or more engaged in international voyages, to have an adequate knowledge of the English language. Still many IMO member states are issuing the certificates of competency with out communication competency.

Following IMO efforts regarding communication skills in English language can be summarized as for as STCW Convention is concerned:

5.2.4 STCW (Part A)

1. Tables A-II/I and A-III/I demand the use of SMCV as replaced by the IMO SMCPs and use of English in written and oral form. Adequate knowledge of English

language to enable the officers to use charts and other nautical publications, to understand meteorological information and message concerning ships safety and operation and engineering publications and to perform engineering duties and to communicate with other ships and coast stations and to perform the officer's duties also with the multicultural crew. Table A-II/4 demands to steer the ship and comply with helm orders in the English language. Communications are clear and concise at all times and orders are acknowledged in the seaman like manner. Table A-IV/2 also emphasis about the same in case of radio communication at the operational level.

2. Section A-V/2 emphasis ability to communicate with the passengers during an emergency, taking into account the likelihood that an ability to use an elementary English vocabulary for basic instructions can provide a means of communicating with a passenger in need of assistance whether or not the passenger and crew member share a common language.

5.2.5 STCW (Part B)

Chapter IV is about guidance regarding radio communication and radio personal section B-IV/2. It says that the English language, both written and spoken, for the satisfactory exchange of communications relevant to the safety of life at sea. Section B-VI/1 (6) states that the administration should bear in mind the significance of communication and language skills in maritime safety of life and property at sea and in preventing marine pollution. Given the international character of the maritime industry, the reliance on voice communication from ship to ship and ship to shore, the increasing use of multinational crews, and the concern that the crew members should be able to communicate with the passengers in an emergency, adoption of a common language for maritime communications would promote safe practices by reducing the risk of human error in communicating essential information.

5.2.6 IMO Model Courses

“Since its inception the IMO has recognized the importance of human resources to the development of maritime industry and has given the highest priority to assisting developing countries in enhancing their maritime training capabilities through the provision or improvement of training facilities at national and regional levels. Following the earlier adoption of STCW 1978, a number of IMO Member Governments had suggested that IMO should develop model training courses to assist in the implementation of the convention and in achieving a more rapid transfer of information and skills regarding new developments in maritime technology” (NEIL, 1991, P. v). IMO has developed number of model courses relating to communication, yet there is no relevant stuff available for teaching cross culture communication and cultural awareness.

5.2.7 IMO Model Course 3.17 Maritime English

“The purpose of the model courses is to assist training providers and their teaching staff in organizing and introducing new training courses, or in enhancing, updating or supplementing existing training material where the quality and effectiveness of the training courses may there be improved. (Abstract from the introduction to the IMO model course, 1991, p. 1)

“No doubt that these IMO model courses are very useful to supplement the formal training in shortest possible time. “68 per cent seafarers of 1024 Pilipino seafarers claimed that these short courses helped them in their service on board ship”(Nissa 2002, P. 6).

5.2.8 IMO Model Course 1.21 Human Relationship

The objective of this course is better understanding and knowledge of human relationships in general and in particular as they relate to living and working aboard operational merchant ships. Scope of this course says that this course provides training

to ships officers in topics such as communication, motivation, group behaviour and leadership which influence human relationships onboard ship. Still there room for improvement. Figure 16 depicts a comparison between IMO and IAMU (International Maritime Association of Universities) model courses in comparison to the STCW set standards.

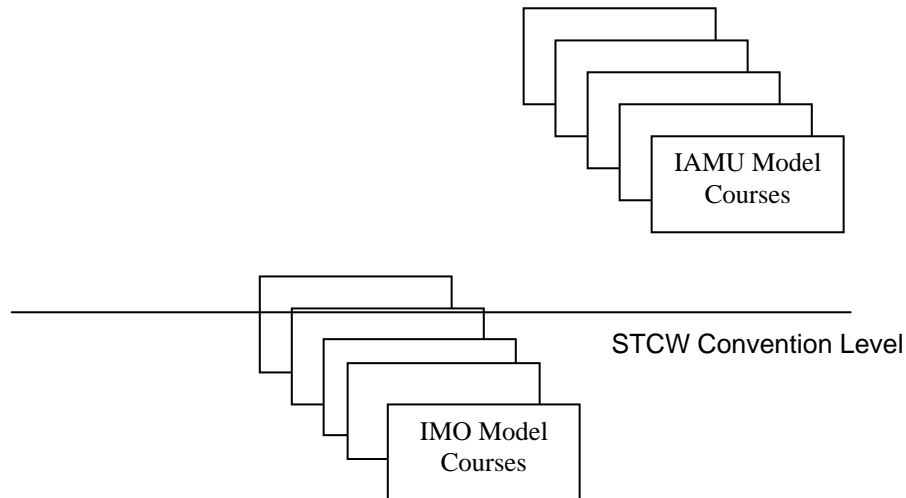


Figure 16 - Comparison of IMO and IAMU Model Courses in comparison to the STCW set standards (Source: A. Weintrit, 2005, p. 35)

5.2.9 Analyses of the Efforts and Contribution of IMO

Analyze of efforts and contribution of IMO as for as communication skills and multicultural issues are concerned reveals that it is still a long way to go.

1. IMO is teeth less organization with out any police force on ground to make sure the implementation of its rules and regulation except few like security issue. Sovereignty of states is important issue where IMO is unable to interfere.
2. Harmonization in training can still be dreamed because it is difficult task especially in multicultural training.

3. Human factor is still neglected part in IMO's efforts. Conventions and their adoption are not paced with the rapid technology advances. Training institutions of underdeveloped countries are far behind rather out of this cycle.

4. More is emphasized on the officers training. Seamen are neglected part of the industry. Their training duration, standards of training educational background, lack of communication skills, unawareness of human behavioural science, fear of job etc are the major factors contributing in human element.

5.3 Shipping Companies

Shipping industry has gone through different stages to reach this globalization characteristic. Now it has become a globalized competitive business. Shipping companies/ ship owners are vital part of the industry. In the recent boom in the industry and competitiveness, shipping companies were striving for reducing the operational cost. This was dealt by flagging out, merging of big companies and employment of skilled/unskilled but cheap labour from the developing countries. This had a tremendous effect on the safety and training.

On the other hand, IMO and other legislative bodies became active and lot of rules and regulations were adopted to apprehend the global situation in the shipping industry. As the industry grew, modern shipping management concept emerged. Efforts are being made by the ship-owners to train seafarers. "There is no doubt in my mind that manpower, training and all of the wider issues connected with human resources in shipping will become the biggest challenge that the industry and all those connected with it will face over the coming years" (*Efthimios*)

Shipping industry and the ship owners are not striving hard for the development human resources with few exceptions. Every one is trying to pass on the training burden to the other's shoulders. MET institutes at their own can not cop up with the increasing demand of trained and skilled seafarers unless they are supported by the shipping industry morally and financially. At a seminar called "Human factors- seafarers focus",

Rajaish Bajpee accused owners of shoddy treatment of seafarers, saying that they were prepared to spend large amount of money on their ships but not on their mariners. (the sea, 2007, p. 3)

5.4 Seafarers

Human resource management (HRM) has become a key tool in the success of any industry. “As we develop the required human resources, one crucial group will be our seafarers. With out the contribution of seafarers, half of the world would freeze and the other half would starve. This underscores the important role of these people who work on the frontlines of maritime transportation”(Yohei Sasakawa, 2006, p. 2).

Seafarers are the key players but the most neglected part of the shipping industry. Life and dignity of seafarers is at stake. IMO had been working with ILO and other concerned organizations to resolve these issues. It is not in the scope of this dissertation.

“I have always maintained that “ships do not move cargoes; people do. I believe that shipping in its entirety has been very short sighted in its policies towards tackling Human Resource issues” (Rajaish)

Shipping industry needs trained and highly qualified seafarers. “The cost of better crew might apparently exceed the insurance cost savings, but it is certainly in the interests of owners to employ competent crew and train them well, as this will avoid claims and other business interruptions which could be extremely expensive in more than just insurance terms”(Groom,2004,p. 37). As for as culture is concerned “seafarers have traditionally been vehicles by which culture is transmitted and transmogrified across space, but now it is the ship itself which may be the site of complex cultural exchanges and negotiations” (Benton,2005, p. 349)

There are many constraints in getting qualified seafarers. For example, inadequate training facilities in the developing countries, poor educational background, left over

intake, technological gap between the ships builders and the seafarers supplying countries, cutting operational cost by employing untrained crew on fewer wage etc. Increase in the number of high tech ships such as LNG carriers, has highlighted the global need to improve the technical skills not only of seafarers but also the personnel engaged in the safe management of vessel navigation” (Yohei Sasakawa, 2006 p. 3).

“There are many identifiable constraints and limits in the development of HRM, religion and cultural restraints are one of these” (Bellefontaine, 2007, p. 10). Other details about seafarers like crew composition, crew supplying countries and shortage of crew is at Appendix C.

5.5 Maritime Education and Training Institutions

MET Institutions, no doubt are very vital part of the shipping industry. They were not given due importance in the past but now it is talk of the town. It is on the top priority of IMO, shipping companies and flag states. The primary job of these institutions is to provide quality education to the seafarers. The curriculum should be integrated with the fast technical advancements. Availability of trained trainers is and other quality assurance element. There is tough competition amongst the developing countries to increase their seafarers share in the world fleet. Institutions become under pressure and quality training is overlooked.

Financial constraint is another factor in low quality training. Non availability of simulators, workshops, laboratories, modern libraries and budget deficit are the major issue of developing country’s institutions.

There is very obvious gap in the training MET institution curriculum and ships technology. Ships are being built by the most advanced countries using high tech, like Japan, Korea, Europe and China where as seafarers are from the under developed countries. Technology is rarely transferred to the MET institutions. Syllabi take lot of time to harmonize it with the pace of technology. Figure 17 shows a link between technology, seafarers, legislation and MET institutions.

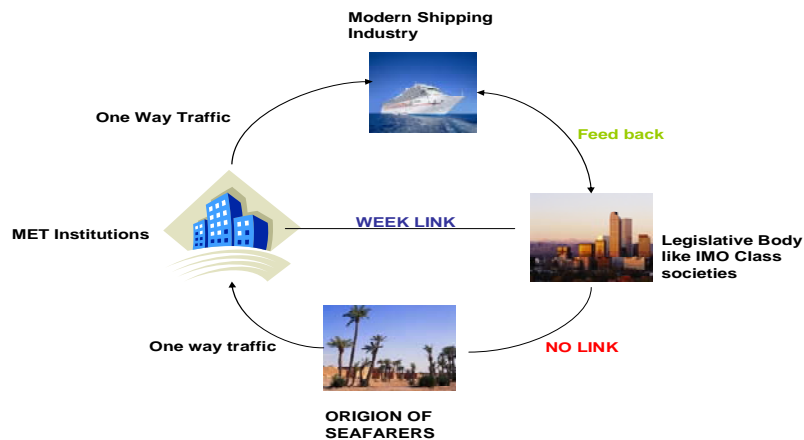


Figure 17 - Link systems between ship construction, legislation, MET institutes and seafarer's origins ©

5.6 Analysis of the Chapter

Shipping industry is like a family. Shipping companies they need seafarers to run their ships with least fatalities and damages. This is only possible if all the stakeholders feel their responsibility. MET institution alone can not train seafarers and keep pace with the developing technologies. In the globalized shipping business, mix crewing is an unavoidable barrier. Cultural and language barriers are the growing factors in the human element and causing accidents. There is need to contribute towards the training of seafarers on these issues. Shipping companies don't spend more than 3 per cent of their income on training. This needs to be increased. Onboard cultural and communication skills training can be more fruitful. All stakeholders have to join hands to eliminate accidents occurring due to human factor, through comprehensive training by creating joint ventures. Institutions need financial and technical support to keep pace with the advancement in technologies. Seafarers should adhere to quality training.

CHAPTER SIX

Population Analysis

6.1 Approach and Process

After the literature review in the previous chapters, survey was conducted to get more realistic picture of the issue. Different questionnaires were prepared for different respondents like locals from Malmo city, WMU students, and Pakistani, Indian and French seafarers. It also includes the analysis of a report published by Philippine National Maritime Polytechnic. Questionnaire was also sent electronically to get the opinion of shipping industry experts. Interviews were also conducted, knowing the fact that it is a powerful tool to get the maximum information. Opinions which were already published in different literature were also included in the analyses to support the dissertation. The idea behind this survey was to establish the following facts:

1. Communication and cultural problems in multicultural environment.
2. Necessity of communication skills, particularly in the shipping industry.
3. Behavioural problems due to mixed crew on board ships.
4. Need of communication skills and cultural awareness course.
5. Impact of such course on the safety of ships and seafarers.

6.1.1 Area of Observation

Following areas of concentration were focused for the survey:

1. Locals from Malmo City
2. WMU Students
3. Pakistani Seafarers
4. Indian Seafarers
5. French Seafarers
6. Philippine Seafarers

6.1.2 Participants/ Respondents Back Ground

WMU Students found to be the best source of information because of multicultural background. They are unique in real multicultural sense. They belong to over 56 countries of all continents. (List of countries at Appendix D). Their opinion can be determined as the world opinion. They work in different shipping related departments. They consist of seafarers and non seafarers. They also represent MET, the important part of the industry. People from Malmo were also interviewed. Although they do not have any relation with the seafaring profession but they all are well familiar with the multicultural/multilingual problems, because Malmo is also a unique example of multicultural environment. Other participants include Pakistani, Indian, and French seafarers.

6.1.3 Design of the Questionnaire

Different questionnaires were clearly designed for different respondents and contained a brief description of the aims of the survey. Confidentiality was assured. Most of the questions needed the answer in yes or no but the option was there to give the opinion and render respondent's own views and comments.

6.1.4 Respondent Demography

A total of 260 respondents including 9 experts those who sent their opinion electronically (n=260) both men and women of all ages, participated in the questionnaire survey and interviews. Table - 3 shows the respondent's demography.

Table 3 - Respondent's Demography

Respondents	Number	Referred at
Locals from Malmo City	30	6.2
WMU Students	150	6.3
Pakistani Seafarers	50	6.4
Indian Seafarers	20	6.5
France Seafarers	01	6.6

6.2 Data Collected from Locals from Malmo City

About 30 Malmo residents from different walks of life including taxi/ bus drivers, news paper distributors, business men, cleaning people and students of both genders, were interviewed and given a questionnaire. They belonged to different language and cultural background. Most of them were immigrants. Respondents gave their opinions and comments in addition to YES and NO answers. (Questionnaire at appendix E). Respondents had been living in multicultural environment of Malmo since long between five to twenty five years. They ended up here due to number of reasons like job, war, studies, country's domestic issues etc. They had different opinions about the Swedish people. Most respondents uttered good about them except few negative comments. More than 65 per cent were facing communication problem in the multicultural environment, 20 percent partially, and about 15 percent were comfortable with the situation. Almost the same ratio was finding difficulty in adjusting in multicultural environment. Working in multicultural and multilingual environment was also a matter of concern for more than 75 per cent people. A high percentage of people wanted to go back to their homeland and own culture but most of them were compelled to compromise because of bad security and social conditions in their countries. Most of the Swedish were looking this aspect in different perspective. Their concern was the economic pressure on the country and law and order situation due to immigrants. They were also concerned about the problems due to diversified culture. Responses are tabulated in Table 4 below and Figure 18:

Table 4 - Responses to the questionnaire from locals from Malmo city

Q1	Average duration of stay was 5 to 25 years
Q2	Due to war in the country (12), Job(10), studies(12), country's domestic problems(3)
Q3	Very good(15), tolerant (20), humble(13), helpful(16), reserve(24), don't like us(9), respect humanity (19), abide by the rules(28)
Q4	Figure number 16 below
Q5	Figure number 16 below
Q6	Figure number 16 below
Q7	No(4), yes,(20), cannot go but wish to go(6)
Q8	Yes(24), No(3), there is no option other than living here(3)
Q9 ^α	Good sign for the development(4), it looks beautiful(3), they should go back because they are burden on our economy(6), they create law and order situation(3), it will become an Arab state(1), difficult to live in multicultural environment(2)

α Only Swedish citizens

Number of Respondents

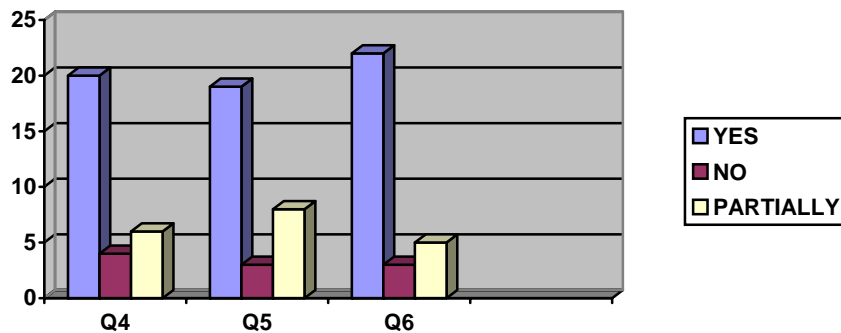


Figure 18 - Response to Q4, Q5, Q6

Key to Figure 18:

- Q4. Communication problems in multilingual society.
- Q5. Problems due to multicultural environment.
- Q6. Problems in working with the multinational workers.

6.2.1 Detailed Analysis of Data Collected from the Malmo Locals

Comments were sorted out under few common headings. Following are the analysis of data collected during the survey.

1. More than 85 per cent people were in the opinion that it is very difficult to live in multicultural working environment. Language and culture is the biggest barrier in cross culture relationships.
2. It is difficult to find people to talk and share feelings. Every one is working like robots and machines for money and comfort, getting no time to share feeling. We the immigrants are more stressed and busy because we have to earn money not only for ourselves but for other family members also those who are back in the native country.
3. Enough financial support is available for my family. It is peaceful and clean city as compared to my war destructed country, but I still find myself a second rated citizen. No doubt, Swedish are very humble and generous. No discrimination but I wish to go back to my country, because that is my country, my people and a self belonging.
4. I am here for the last 25 years, married to a Swedish woman and living very happy life but still I feel myself as aliens. I visit my country once in every year. I want to live and die there but my children do not want to go back. It is hard to live in other society. I miss my people and culture.
5. One gentleman told about his friend who had suicide because of his daughter. She brought her boyfriend at home. It was out of question in his religion and culture. He tried to stop her but she refused.
6. A millionaire who has business all over the Sweden, married thrice but could not settle like a happy family. He was caught because tax issues and his business were confiscated and he was jailed. "If I would have been in my country I would have bargained and bribed. But here I cannot do any thing. I want to go back".
7. Language is a big barrier. Learning process is a time consuming. It is very difficult to adjust in this culture.

8. Going back to own country is always an exciting moment. I had to come back because of my job. It is difficult to blend yourself in this culture. Swedes are very reserved and they do not feel like talking. After completion of studies of my daughters, I will go back to my country.

9. Every thing is working well for me here but I miss the voice of loud ADAN (A call for Muslims prayers).

10. Self recognition is very important. I would have been a big figure in my country with this much money I possess here, but I have lost my identity.

11. A practicing Muslim student left his studies in between and went back. He was uncomfortable with the social cultures of Sweden where woman has the freedom to wear what ever she likes. "Say to the believing men that they should lower their gaze and guard their modesty: that will make for greater purity for them: And Allah is well acquainted with all that they do. And say to the believing women that they should lower their gaze and guard their modesty; that they should not display their beauty and ornaments except what (must ordinarily) appear thereof; that they should draw their veils over their bosoms and not display their beauty except to their husbands, their fathers, their husband's fathers, their sons, their husbands' sons, their brothers or their brothers' sons, or their sisters' sons, or their women, or the slaves whom their right hands possess, or male servants free of physical needs, or small children who have no sense of the shame of sex; and that they should not strike their feet in order to draw attention to their hidden ornaments. And O ye Believers! Turn ye all together towards Allah, that ye may attain Bliss. (Al Quran chapter 24, verse 30-31)

Considering such Islamic obligations, the student abandoned his PhD and went back to his country.

12. Communication is a big constraint, although Swedish don't hesitate to speak English as compared to few German and French but even than it is difficult to live in a society where you are unable to express yourself.

13. When will we go back? A frequent asked question by my wife and kids.

14. Mostly Swedish were not happy with this situation. Their comments were mostly focused on the issues like the cultural mix up; spoiling of their own culture, language, economics burden and crimes etc. Few were in the opinion that Malmo may loss its Swedish identity, culture and it will look like an Arab city. Few emigrants are involved in the criminal activities, we are loosing our own values, customs and culture, our language is being spoiled. One area dominated by the emigrants, is like “no go” area for the Swedish people and has become famous for violation in Scandinavia. Intercultural marriages are spoiling original Swedish culture. Immigrants claim that their culture is being spoiled. That is for sure that in the recent past few criminal activities were reported by the Malmo local newspapers, like throwing stones on busses, setting up fire in the garbage places and selling of out dated eatables etc.

15. Residents from different colours, creed, race, nationalities, ethnicity, religions, and languages make this city like a bunch of flowers. Different minds working together can find excellent solutions to a problem but every one needs to know and respect the values and cultures of each others.

16. The idea behind this survey was to analyse, how people feel about living and communicating in multicultural environment on land where there are less chances of accidents, stress, fatigue, and emergencies. This provided an overview and insight of the difficulties faced by seafarers on ships, where language and culture are the big barriers and phenomenon like fatigue, long duty hours, homesickness, food problems, life threat and job uncertainty are the stress contributing factors.

6.3 WMU Students

About 165 students were given questionnaire (Appendix F). 150 students responded. Student's age ranges from 26 to 43 years including seafarers with long sea experience, representing about 56 different nationalities. Respondents gave their opinions and comments in addition to YES and NO answers. About 60 per cent were in the opinion

that working in multicultural environment is always a problem and a challenging issue. A large percentage was in the opinion that partially it is difficult. Negligible respondents were in the opinion that they don't find it difficult to work in such environment. Language barrier was found to be the dominating issue. More than seventy percent were in the opinion that language in the multicultural environment is a big barrier. It isolates many students from those who speak language other than their own. Most significant group was the Chinese students, with few exceptions. A large percentage of students were not comfortable in the lectures because of misunderstanding English language used by the professors. Number of reasons were highlighted like the tone, pitch, volume, accent, way of delivery, cultural background, style, use of complicated words, technical terminologies etc. (An audio CD is also prepared by recording spoken English by WMU students to ascertain that how is it difficult to apprehend the spoken style of people from different cultures and languages. The message prepared for recording is at Appendix G). Most of the seafarers were in the opinion that it is difficult to work in mix nationality crew and the significant issue is the language barrier. A high percentage reported that MET institutions in their respective countries were not emphasising on the multicultural issue and inculcation of communication skills in seafarers training with few exceptions of teaching English language. It was a positive sign that almost all respondents were in the opinion that there is a need of such model course to enhance the seafarer's skills and to create a comfortable, harmonized and accident free working environment on board ships and to achieve the goal of "cleaner oceans safer shipping". Figure 19 shows the responses of WMU students to the questionnaire. Figure 20 depicts the picture painted by the seafarers about working in multicultural working environment. Similarly Figure 21 shows the response that how far we are lacking in the multicultural and communication skills training in MET institutions.

Respondents

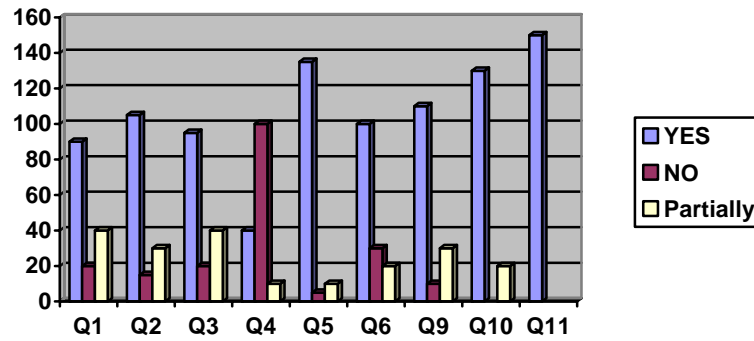


Figure 19 - Responses of WMU students to the questionnaire

Key to Figure 19:

- Q1. Easy to adjust in the WMU multicultural environment
- Q2. Language problem in the WMU multicultural environment
- Q3. Understanding of professor's English language during the lectures
- Q4. Sea Experience (partially means sailed for very short period may be few days)
- Q5. Working in any shipping related department
- Q6. Working experience with multicultural crew/staff
- Q9. Cross culture communication problems
- Q10. Short course on communication skills and cultural awareness will help to improve upon the safety onboard?
- Q.11 Need to know the culture of others in multicultural environment?

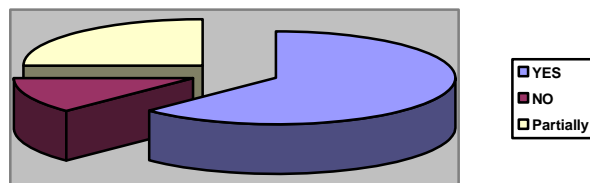


Figure 20 - Response of WMU students to Q 7 (Did they find comfortable with multicultural crew?)(Only seafarers)

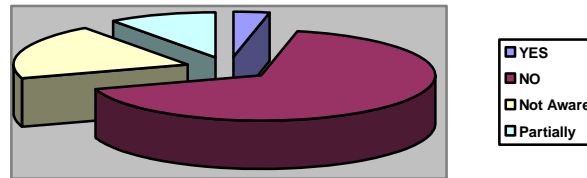


Figure 21 - Response of WMU students to Q 8 (multicultural and communication skills course in curriculum of respective MET institutions?)

6.3.1 Detailed Analysis of Data Collected from WMU Students

This analysis is based on the opinions and comments received from WMU students.

1. It is not easy to live in the multicultural/multilingual environment. Every one has different way of apprehension of things.
2. Every individual has a different mind set because of different cultural background. Every one thinks and acts in his own culture and language
3. Different educational back ground has also great influence on the individual's personality.
4. Many students were not comfortable with the spoken style of the instructors. They were also unable to communicate and understand other students.
5. Communication problem isolates them from mingling up with other students. They try to survive within their own language group.
6. Different behaviours, some times are very arrogant and irritating. Food smell, way of talking and listening music makes very up set.
7. Team work is essential part of multicultural environment. Many are not aware, how to work in a group or team.

8. Listening is also important communicative technique. Mostly people are not aware of this technique too.

9. Those who had been working with the multicultural and multilingual crew were in the opinion that they had been facing communication problem onboard ships with the mixed national crew. Few had no problem because they themselves were good communicators. Communicating cross culture is always very difficult.

10. Those who had been working in their maritime institutions, they were in the opinion that there is no such course in their training curriculum which can guide seafarers about multiculturalism. In few countries like Philippine, IMO English model course 3.12 is included in the curriculum. But on the other hand few captains were in the opinion that Filipino crew still lacks in communication skills. It was obvious from the data that maritime academies are not stressing upon the cultural awareness. No such course other than personal safety and social responsibility exists, which does not include much about the mix crew, multiculturalism and multilingual contents.

11. High percentage of respondents was in the opinion that development of multicultural awareness course will improve upon the safety onboard ships.

12. It depends upon the contents of the course and the way it would be conducted and implemented. IMO implementation record of rules and regulations is not encouraging. And at national level many maritime authorities are in the opinion that their seafarers should get the job and earn foreign exchange weather they are qualified or not.

13. WMU conducts English language course to improve upon the communication skills which is a positive effort towards elimination of language barrier. There is a need to include material about multicultural awareness. WMU should take pride to be pioneer because this is the biggest multicultural institution of shipping industry.

14. Legislation is needed for conduct of such course. IMO need to emphasis on this and may produce Model course on communication skills and cultural awareness.

15. About 96 per cent respondents were in the opinion that there should be a course on communication skills and cultural awareness. It will definitely help the seafarers to discharge their duties efficiently, with enhanced safety and security and people will be able to understand each other.

16. There is no end to multicultural and behavioural science. Just going through once from such course will not suffice. It is continues and on going process, starting from the maritime institutions till on board training.

17. Such course is important for officers but very vital for seamen because they get less training time and have week educational back ground.

18. Most of the maritime institutions have English as medium of instructions. Some have English language course in addition to the curriculum. Still trainees need to improve upon their communication skills like verbal, non verbal, speaking and listening techniques and how people from different nationalities utter words.

19. Indian seafarers are good in English and competent enough to communicate but they lack multiculturalism understanding. They were also in the opinion that there is no end to skill. They emphasised on the need of cross culture environmental education and improve upon communication skills.

20. Mixed crew phenomenon can not be eliminated in the globalized shipping but such course should be made mandatory along with the IMO English model course. Problem is of correct spoken English. This course should also provide some material on different English accents of different nationalities. There should be video and audio recording of the same which should be shown and made listen to the students.

21. One student from Philippine who was involved in the research of Filipino seafarers about their problems onboard ships with multicultural crew was in opinion that one of the recommendation of that research was to develop such course to make the seafarers understand the culture of others and get good practice of speaking English so that the communication becomes no more “a barrier”.

22. Over all statistics show that respondents were in the opinion that there is dire need to have such course in the MET institutions, onboard ships, shipping companies, manning agents etc.

6.4 Pakistani Seafarers

Pakistani seafarers are put on test bed as a model because most of the underdeveloped countries, providing seafarers to the world shipping fleet are almost facing the same problems. Before going into the analysis of data collected from Pakistani seafarers, cultural and educational background of Pakistani seafarers is discussed.



Figure 22 - Map of Pakistan

Pakistan consists of four provinces and Kashmir territory. It is surrounded by India, china, Afghanistan and Arabian sea as shown in Figure 22. Each province is unique in its culture being influenced by the neighbouring countries. Different languages are

spoken in these provinces and are partially understood in other provinces. Urdu being the national language is the only way to communicate across all provinces. Many are unable to communicate even in this language. Each province has its own education system, rather the worst system which divides the nation in to different class system. In Public schools, local languages are the medium of instructions and English is taught from sixth grade. Where as the private schools are English medium. About 80 per cent Students from rural areas, studying in public schools have less command over English language. Rest 20 per cent studying in private schools becomes the elite class of the country because official language is English. However from the secondary education the curriculum is in English which becomes difficult for public school students to switch over from local language to English. That is why in the professional institutions there is a quota system in the country. Every province has the quota of seats according to the population. It may look irrelevant to my dissertation but it is the main issue of Pakistani seafarers. PMA (Pakistan Marine Academy) yearly intake is about 100 students, enrolled on quota com merit base system. That is why, most of the time; candidate with good grades will not be enrolled as compared to a low grade candidate because of his provincial quota. This system does not assure the quality candidates. But there is no way out because education system in the country does not support the merit system. If there is no quota system, candidates from the rural areas will not be able to get admission in any professional institutions. Ultimately the intake is not quality stuff.

Other issue is the job priority. Job hunting sequence is military, medical, economics, engineering, teaching, business, and politics. Good students join other professions. Left over lot joins seafaring profession. Although the medium of instructions in PMA is English but it becomes difficult to train this stuff. Job opportunity on board national flag ships is another factor. Pakistan shipping industry has declined drastically. Number of Ships is decreased from 72 to 12 during the last 40 years. People have lost their faith in this industry.

PMA has its English language to improve upon speaking and listening English skills. That is why Pakistani seafarers are better communicators and professionally competent

but they lack in cultural awareness. So they are losing their share in the world fleet. Professional life cycle of Pakistani seafarers is shown in Figure 23.

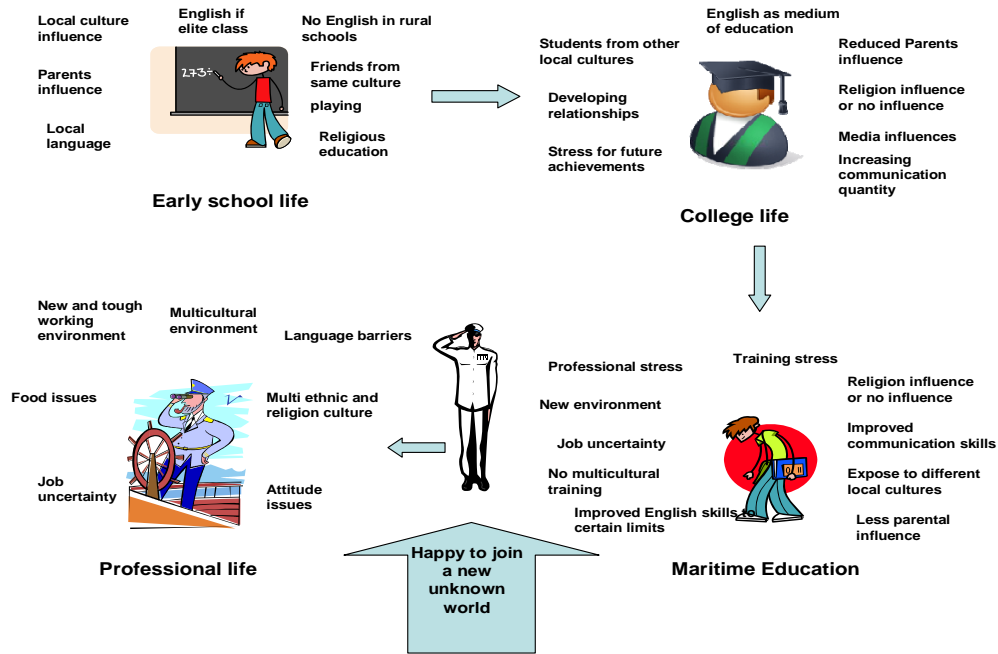


Figure 23 - Professional life cycle of Pakistani seafarers

Before going in to further details, let's share a joke. A street dog in New York attacked a boy. One man rushed towards the dog. He killed the dog and saved the life of the boy. By chance, a news reporter from New York Times was watching it. He came to that man and said, "Oh great New Yorker. You have saved the life of a boy. This will be the news headline tomorrow". "I am not New Yorker". The man replied. Oh then you must be great American. "No, I am not American too". He again replied. "Who are you then? The reporter asked. "I am a Pakistani seafarer". Next day the main headline in the New York Times was "A fundamental Pakistani Muslim seafarer killed an innocent dog". (Author)

After 9/11, the situation has gone worse. One of my old students, who graduated a year back, came to me. I could not recognize him because he was without a beard, which he was keeping before. He asked me to reissue his course certificates with new

photographs with out beard. I was surprised to know that no shipping company was accepting him with beard. He was “sword of honour” from the academy but his beard was the big barrier in his job, “beard barrier”. To whom we should teach the cultural awareness, the employer, the employees, I think the whole shipping industry needs to know the culture, customs, traditions and the religion of each others. No one should be denied from the job on the bases of colour, race, religion, creed, language and culture.

6.4.1 Data Collected from Pakistani Seafarers

A questionnaire (Appendix H) was sent to 60 Pakistani seafarers. 40 responded and gave valuable input. They gave their pinions and comments in addition to YES and NO answers. More than 90 per cent had been working with the mixed crew. The same percentage was in the opinion that they faced difficulties while communicating with multinational crew onboard. Respondents assumed that by teaching simple English, it can improve upon their communication skill that is why about 60 per cent were in the opinion that they had been using the language lab. However about 80 percent agreed that they were not trained on multicultural issue at any stage of their professional training. It was unanimous consensus that there is a desperate need for such course to teach seafarers, how to live and work in multicultural environment. 80 per cent were in the opinion that such course will definitely improve upon the working environment and release some pressure from seafarers, working in tense and tough environment. Figure 24 shows the result of data collected from Pakistani seafarers.

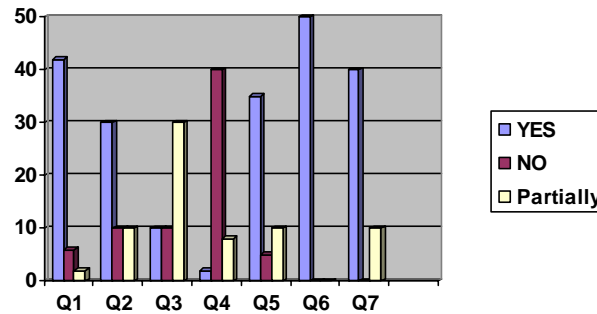


Figure 24 - Response to the questionnaire

Key to Figure 24	Q1. Working with multicultural crew
	Q2. Any communication problems
	Q3. Training on communication skills in maritime institution
	Q4. Training on multicultural issues
	Q5. Difficulties due to cultural diversity
	Q6. Need of course on communication skills and cultural awareness
	Q7. Contribution of such course in safe shipping

6.4.2 Detailed Analysis of Data Collected From Pakistani Seafarers

This analysis is based on the opinions/comments received from Pakistani seafarers.

1. Dual educational system of the country has divided the nation in to distinctive class system. Quota system is another hurdle in the selection of candidates on merit.
2. Students selecting the seafaring profession are mostly from poor family and weak educational back ground.
3. PMA provide opportunity to learn English language by making it medium of instructions and providing English langue training but the problem in understanding, speaking, listening and apprehension still persists.

4. Pakistani seafarers are mistreated and denied of jobs especially after 9/11, despite the fact that no Pakistani seafarer was ever found in any terrorist activities.
5. No formal behavioural and multicultural training is imparted to Pakistani seafarers during their training in PMA as well as on board ships, because they get sea training on national shipping company where they are not exposed to multinational crew.
6. They are not aware of team work, multicultural working environment and ignorant of other people's behaviour, cultures and traditions.
7. They find many problems in the mixed crew like food and in the performance of their religious obligations.
8. Employers and other colleague crew members are also unaware of the Pakistani culture, so they don't know how to behave and live with them and vice versa.
9. There is a dire need to train Pakistani seafarers in multicultural awareness. This needs to be included in the PMA curriculum. Legislation is needed so that the manning agents should also brief seafarers before joining the new working environment on board ship.
10. This will improve upon the proficiency and inter crew relationships leading to a happy working environment on board ships, reducing the stress and the risk of accidents.
11. Maritime community needs to understand the concept of "so called war on terror" and should not victimize Pakistani seafarers with out any proof and knowledge of culture and demography of the country.

12. If we take a simple example of using toilet. Pakistani is very reluctant to use toilet in front of others. It should be sound proof. Inside activities should not be heard out side. People from many other cultures may not care for such things.

6.5 Indian Seafarers

Indian can be placed at high ranking in providing trained and professional seafarers to the world fleet especially in tanker shipping. I am thankful to Indian friends who helped me in data collection from India. Before data analysis, it is important to have a brief overview of the country, people, languages and culture of India. Figure 25 shows the map of India with large number of provinces culturally and lingual different from each other.



Figure 25 - Map of Indian

“Estimated population of India is about 1.12 billions, being the second most populous country. 70 per cent population lives in the rural areas. It is the most culturally, linguistically and genetically diverse entity. Two majors and 21 other languages spoken or have classical status. The number of dialects in India is as high as 1652” (abstract from Wikipedia)

“With its high population and available workforce, established training infrastructure & facilities and English language proficiency, India is an obvious choice as the next major supplier of quality seafarers to service today’s shipping industry. Out of India’s total population of 1.1 billion India’s current pool of seafarers amasses a mere 50,000, of which barely 20 per cent choose foreign flag work”(Rajaish, 2005).

The educational and family background and the seafarers intake cycle is almost the same like Pakistani seafarers. Development in IT and other shore based industry has attracted young generation and seafaring profession is diminishing because of its peculiar nature.

6.5.1 Data Collected from Indian Seafarers

A questionnaire (Appendix I) was sent to 30 Indian seafarers. 20 responded and gave valuable input. They gave their pinions and comments in addition to YES and NO answers. Most of the respondents had been working in multicultural environment. About 50 percent responded that they had been facing communication problems with mixed crew where as about 30 percent were in the opinion that they partially faced this problem. About 60 per cent responded that they were taught about communication skills during their training but interestingly, about 70 per cent responded that they were not provided any formal training on multicultural issues. A high percentage was in the opinion that they had been facing problems with diversified cultural crew. There was a unanimous consensus to develop course on communication skills and cultural awareness and in their opinion it will improve upon the safety of ships at sea. Data collected from Indian seafarers is shown in Figure 26.

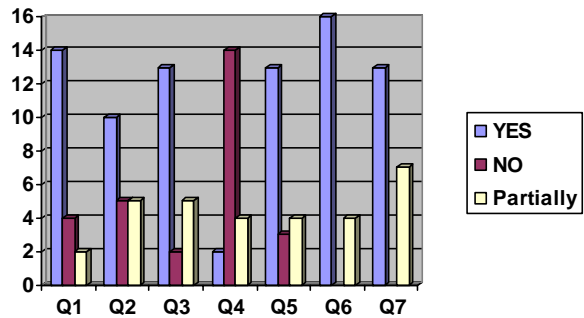


Figure 26 - Response to the questionnaire

- Key to Figure 26
- Q1. Working with multicultural crew
 - Q2. Any communication problems
 - Q3. Training on communication skills in maritime institution
 - Q4. Training on multicultural issues
 - Q5. Difficulties due to cultural diversity
 - Q6. Need of course on communication skills and cultural awareness
 - Q7. Contribution of such course in safe shipping

6.5.2 Detailed Analysis of Data Collected From Indian Seafarers

This analysis is based on the opinions and comments received from Indian seafarers

1. It is difficult to work in multicultural working environment if you are not aware of cultural back ground and values of your colleagues, specially on board ships where situation is always tense due to fatigue, work stress, homesickness etc.
2. MET institutions as well as manning agents don't have any training program to provide guidance. Seafarer's ends up on a ship where crew is may be from ten different nationalities and they are not aware of each others culture. Even a very small issue of food becomes a matter of conflict.
3. Communications between ships and shore and within the crew members has always been a matter of concern. Although Indians are good in English but in

emergencies and during operations most of the crew members do not speak clearly. Diversified accent is also a big communication barrier.

4. Although English is medium of instruction in Indian MET institutions and IMO Model courses about human element and English are taught, but it seems that they are not serving the purpose because human behaviour and the communication skills, spoken and listening technique, verbal and non verbal communication has different connotation. Number of shipping accidents occurred due to lack of communication skills and cultural barriers.

5. IMO should take a step forward to develop such course and it requires legislation also to include such courses in the MET curriculum.

6. Such course will definitely help the seafarers to discharge their duties efficiently and with less stress.

7. This course will be helpful in the reduction of maritime accidents and will reduce the human element in the shipping accidents/incidents

8. Different religious and political beliefs are also problem in the multicultural crew. If one has some knowledge about these beliefs, the environment on ship will be more conducive.

“Indian institutions do not put adequate emphasis on developing communication skills for Indian seafarers, who thus do not get well versed with spoken English and ends up in serious difficulty with multinational crew. “It is absolutely essential for our institutes to lay emphasis on imparting communication skills by arranging for regular debates, elocution competition etc”. (Rajesh, 2005)

6.6 France Seafarers

I visited France to get some in put for dissertation. I was able to interview one seafarer. I understand that these views don't represent the over all policy and views of the French

shipping industry and seafarers, but any how it was fruitful as for as multicultural awareness and communication skill is concerned. During this interview with a Sri Lankan seafarer, holding French passport, it was revealed that he was drawing double the salary as compared to the Filipino seafarers employed on the same ship, same job. It is a big question mark for the integrity of the shipping industry and the seafarers.

He was also in the opinion that it is difficult to work in multicultural environment, especially on passenger ships. It becomes difficult to communicate with the passengers from multicultural background and speaking different languages.

If you are working with 20 Filipino crew members and you have made one Filipino angry, all 20 will go against you. So you have to keep good relationship with every one and I think, humanly it is very difficult.

He never came across such course on multicultural awareness and cross cultural communication. In his opinion such course definitely will help seafarers to understand each others and the working environment will be less stressful, safe and numbers of accidents can be reduced due to misunderstanding and cultural and language barriers.

6.7 Philippine Seafarers

As already mentioned that approximately 25 per cent of the total world crew consists of Pilipino seafarers. In 2002 a study was conducted by M.A.Nissa and Noriel P Devanadera from National Maritime Polytechnic Philippine, to determine the problems faced by the Pilipino seafarers while working in multinational crew. Findings of that study say that it will serve as inputs in the formulation of training intervention aimed enhancing the competitiveness of Filipino seafarers. Hopefully, understanding cultural differences by them will enhance their psychosocial well being and strengthen the safety of ocean going vessels where they are predominantly members of the crew. This shows the concern of the biggest seafarer supplying country that how cultural awareness is important for the seafarers in the competitive market.

This Study is based on the Responses of 1140 seafarers, 380 officers and 760 ratings. The findings of the study reveal that the frequent companions of the Filipino on board ships are from Europe and Asia which account to 58 per cent and 38 per cent respectively. Approximately 200,000 Filipino seafarers are employed internationally. 150,000 out of these are hired by the European based principles while about 50000 are on board Japanese owned vessels. Report also indicates that the Filipino seafarers mostly interact with the crew from all nationalities. Top five out of them is Japanese, Greeks, Germans, Koreans, and Indians.

A significant number out of these seafarers reported that they were not comfortable with the mixed crew especially from their superiors. Following few Very interesting figures are shown in Table 5, about the problems encountered by these seafarers.

Table 5 - Responses from Philippine Seafarers

Problems encountered	Total	Officers	Ratings
Communication and language	262	101	161
Attitude related	234	121	113
Work habits and practices	132	59	73
Food related	84	42	42
Job performance	8	5	3
Personal hygiene	2	2	-
Corruption	2	2	-

Source: M. A. Nissa and Noriel P Devanadera National Maritime Polytechnic Philippine

The report indicates that the communication and the language were the commonly encountered problems by both officers and rating respondents usually with the Japanese, Greek, Korean and Indonesians. Language barrier due to the poor command of English was the most complained problem by the seafarers. As a result the respondents noted that their jobs become stressful usually taking them longer time to accomplish work because of poorly communicated instructions.

Report also mentions that Filipino seafarers were concerned about the raising of voices by their superiors and these may be construed as actions to cover up their poor command on English. The results of the study also show that the Filipino ratings were the most significantly affected by the communication and language problems.

It also mentions that the Filipino seafarers culturally feel reluctant to ask questions and argue on any matter. Conclusion and recommendations of the report mentions few very interesting points like the problems identified by respondents are mostly cultural related issues which can be addressed through a cultural awareness and understanding program interventions. Considering the high percentage of respondents claiming the influence of training in their social interaction among multiracial crew, it is recommended to review the pre - departure orientation service.

Before deployment of crew, it is important to inform them of the crew composition they will work with on board the ship and to familiarize them with the cultural differences of personal and social interaction and English language as the interaction passport by all seafarers of different nationalities should be continuously enhanced.

6.7.1 Detailed Analyses of the Report

Following few very interesting out comes can be stated as:

1. Filipino seafarers make the largest contribution in the world merchant fleet but they face communication problems on board ships and they are mistreated by their superiors because they also face communication problems and they try to cover up their weakness
2. Lot of time is wasted onboard ships because of lack of communications and misunderstanding in the instructions given. This may lead to accidents if these instructions are not understood clearly at the time of emergency
3. Culturally, the Filipino seafarers are reluctant to ask questions and will not argue on any matter even if it is safety related. Not only the Filipino seafarers, also subcontinent seafarers, especially ratings behave in the same way. This had led to

many accidents when the crew was aware of the fact that the master or the pilot was going wrong but they could not speak and challenge their authority.

4. The whole shipping industry needs to know the culture of each others because Language and culture are the biggest barriers in the mixed working environments on board. This creates social problem and conflicts between seafarers.

5. There should be a course which can serve as a guideline for the seafarers to make them aware of different cultures and help them to overcome the human weaknesses while working onboard in the multicultural environment.

6. Education and training facilities are available; however the desired outcome has not been yet achieved. Problems are deep rooted starting from the basic school education system to the seafaring training. It needs determination and commitment. Philippine has the ability and potential for a long term source but they are lacking in the commitment towards the training in multicultural and improve the communication skills of their seafarers.

7. Attitude, like cultural relativity, and core values, such as freedom, quality, opportunity, respect, and impartial justice should be developed and inculcated in the seafarers. These values should be integrated in the training program.

8. Government needs to review and enhance their policies in the development of the seafarers giving more emphases on the cultural background of seafarers of other nationalities whom Filipinos will encounter onboard.

6.8 Analysis of Deductive Data

In addition to YES and NO answers, comments / opinion were also received from WMU students, Pakistani and Indian seafarers in response to the questionnaires sent to these respondents. These comments/opinions were discussed in detailed analysis of each respondent in the previous paragraphs. These comments have been sorted out in different categories as mentioned in Table 6. (Appendix J).

6.9 “Communication Skills and Cultural Awareness Course” Contents, Suggested by the Respondents

Respondents gave their opinions in response to the question, what could be the contents of “communication skills and cultural awareness course”? They gave few recommendations like, teaching of English language, evolution of languages importance of effective communication, its need in corporate culture, communication in emergencies, listening and understanding gestures and body language in noisy environment, spoken and listening skills, verbal and non verbal communication, body languages, gestures, spoken styles of different nationalities, practical exercises on maritime communication phrases, listening practice of different dialects, practical communication exercises, speaking and conversation practices, teaching different communication techniques, history and geography of other nations, social and cultural environment of other countries, behavioural science, how people behave in different situations, individual perceptions, working in groups/ team work, human resource development and management, leadership and motivation, international important political conflicts and parties to those conflicts, the point of view of such parties, understanding of values, ethics, equality, fairness, qualities of leadership, working in the multicultural environment, how different countries are dealing with the cultural issues in multilingual and multicultural societies, different political systems in different countries, political differences, overview of different religions, overview of different religious practices, religious differences, things which can irritate any community or nationality like jokes about any particular nationality etc.

6.10 Opinions from Shipping Industry Experts

Chapter 1, Para 1.8, “sequence” of the dissertation and in Figure 1, it was indicated to include opinions of shipping industry experts. After the survey and data collection from different respondents, the idea behind this exercise was to get the opinions of experts who have hands on the shipping industry’s pulse. This will validate my point of view regarding development of communication and cultural awareness course. A

comprehensive statement was prepared (Appendix - K) and sent to different experts with minor changes according to the expertise of the individuals electronically. It was encouraging to get very useful and thought provoking opinions/ ideas from different experts belonging to MET institutions, classification societies, trainers, experienced seafarers, and heads of training institutions etc. All opinions/expert views are placed at (Appendix - L). These comments are very valued, worth reading and make the gist of my dissertation.

CHAPTER SEVEN

Concluding Discussions and Recommendations

“Some men see things as they are and say ‘why’ I dream things that never were and say ‘why not’ (Iacocca, 2007)

7.1 Concluding Discussions

“Life is a team effort. No one gets very far alone” and “ look this planet is a crowded place, and the only way we are going to survive is to learn to get along with one another” (Iacocca, 2007, p. ix and 37)

There is no doubt that the globalization is an irreversible phenomenon. It has its effects on every individual. Media has brought every thing to our door steps. Industrial revolution has changed the face of the universe. A small incident in a remote village of Africa or Afghanistan has its impact on the world politics and economy. No one can work in isolation. One has to accept it with all its good or bad deeds. A good definition of globalization, which was making rounds on internet, and was also quoted by (Iacocca, 2007, p. 112). Some one asked, what is globalization? The answer was ‘Princes Diana’s Death, How come?, An English princes with an Egyptian boyfriend crashes in a French tunnel, driving a German car with a Dutch engine, driven by a Belgian who was drunk on Scotch whiskey, followed closely by Italian Paparazzi, on Japanese motorcycles, treated by an American doctor, using Brazilian medicines. This is posted by an American, using Bill Gate’s technology and you are probably reading this on a computer that uses Taiwanese chips and a Korean monitor, assembled by Bangladeshi workers in Singapore plant, transported by Indian lorry drivers, hijacked by Indonesians, unloaded by Sicilian longshoremen, and trucked to you by Mexican illegal. That, my friend, is Globalization.

Many people believe that domination of a language is domination of culture. Nations had been trying to dominate by promoting their own culture, religions and languages. During these efforts human kind has seen a bloody blood shed in the history. People could have lived and survived within their own societies and culture but with the

exploration and industrial revolution and internet invention, it has become impossible for any one to be isolated from the rest of the world.

Shipping industry is a globalized business. It has very vital role in the world trade and economy. It is providing ease and comfort in good's mobility with safety, speed and style. According to Professor Stafen Gossling, about 75,000 containers are handled per day in USA only (Lecture, 2007). There is no doubt that with out shipping, the world will freeze and starve. We can well imagine the role of shipping in the world trade but Ships can only sail with trained seafarers. We need to focus on human before we discuss human element involved in shipping accidents/incidents.

“Pop used to tell me “if when you die you’ve got five real friends, you’ve had a great life.” He wanted me to see that people were more important than anything else.” (Iacocca, 2007, p. 59). Human resource management and development is the most focused agenda of the corporate world at this point of time. It is also very important element of today's shipping industry. Population migration to other societies is one of the out come of globalization. Seafarers are one of them. We are well aware of the fact that with every passing day, the tonnage, size and number of ships are increasing but the human resources are not being developed with the same pace.

Globalization, industrial development, fast communication modes and means, population migration, capitalism, extensive use of sea and mix crewing etc has brought so many problems along with its blessings. Along with other global issues and problems, culture and language barrier is another big issue. There are hundreds of civilizations, cultures, language and dialects in the world. Religions have great influence on individuals and societies. Every individual thinks and act in his own way and style. How can we go all along with the same goal and aim of safer shipping and cleaner ocean, the only way is to dignify and respect each one's belief, culture, language and religion. A word harmonization is often used. It is not easy unless we have strong believe that a poor, Filipino , Indian or Pakistani seafarer has the same feelings, belief and values as of any big ship-owner or CEO of a big shipping company. Let's realize

that with out understanding each other's cultures and languages, it will be difficult to eliminate the human element from the shipping accidents/ incidents. It is difficult to change one's culture, value, ethics and beliefs. What can be done is simple making aware of our seafarers about knowing and respecting each other's cultures and values. In simple words, a 'mutual understanding'.

About 80 to 90 per cent of shipping incidents/accidents involve human element. About 40 per cent, out of this percentage is due to communication and language problems. "Maritime industry needs to grasp human factor issues at a higher, more integrated level to make real differences to safety. There are many lessons to be learned from the experience of other sectors, to prevent the maritime industry learning the same lessons the hard way" (Z. Er & Celik. 2005, p. 235)

Development of HRM in the shipping industry means, comprehensive seafarer's training. Efforts have been made to harmonize and improve upon training standards in the form of STCW, legislation, model courses and instructions by IMO and other related organizations. A lot has been done to improve upon the communication skills and cultural awareness but it is not enough.

The pot rule is 'you break it you own it'. But in shipping industry, it has gone other way round that 'I break it, you own it'. Seafarers' training is not sole responsibility of MET institutions. Every stake holder like IMO, shipping companies, ship-owners, flag states, port authorities, manning agents and seafarers themselves are responsible.

Seafarer providers need to train their seafarers in behavioural science, multicultural issues, effective communication skills and understanding and adjusting in the diversified cultures. "Seafarers gain cultural awareness before signing on instead of learning the hard way and create a hazard on the ship" (Jan Horck, 2007). So shifting of seafarers training responsibility from one shoulder to the other will not serve the purpose. Every one should equally share the responsibility. Effective contribution from ship-owners can change the whole board game.

7.2 Who has packed my Parachute?

During the Vietnam War, one American fighter plane was hit by the Vietnamese. Fighter pilot ejected safely with his parachute. He was taken in to prison. Any how he was released after six years and went back to USA. After so many years, he was sitting in a restaurant, he saw a guy and went to his table and thanked him. He did not recognize him but the pilot said, I have recognized you because you are the one who saved my life. You are the one who packed my parachute.

MET institutions are the one who packs the parachutes for seafarers. How they do it, is very important question because so many lives are at stack. "In present maritime scenario, English language is very vital tool for the survival of seafarers. " for international employees, this inevitably means communicative competency in the English language, especially the variety commonly referred to as Maritime English is becoming recognised as a fully- fledged subject and need to establish standards is an issue receiving widespread attention" (Cole, 2005, p 65)

And it is not enough just to learn what is in the grammar and dictionary. "there are two levels of meaning in language 'usage 'and 'use', or 'signification' and 'value' ... this sentence (the police man is crossing the road) might serve a number of communicative functions, depending on the contextual and /or situational value of part of commentary or it might serve as a warning or a threat, or some other act of communication" (Michel, 1985, p. 3)

If some one is not aware of the culture, tradition, language, custom and habits and most important the attitude and behaviour of others, it will be difficult for him to work and achieve the objective of the industry to deliver cargo in time, intact. Leaving aside the cargo, the safety of life becomes paramount. Multiculturalism can lead to a big disaster and even to a total loss. "Of the many obstacles facing the 21st century mariner, among them will be the need to manage cultural differences between crew members. The educated mariner will need to be able to understand the similarities and differences among people, and to develop the capacities to solve problems that arise precisely from

these differences. It is relatively easy to simply call for modifications in academic curricula”(Benton, 2005, p. 353).

Although efforts have been made to have English as common maritime language but it has not brought the desired results. In corporate sector, “knowledge, experience and engagement play a key role when making a good decision. With knowledge not only the knowledge in the related subject is meant but also knowledge on how people react and behave”(Horck, 2004, p. 20).

Professor Jan Horck urges in one of his thesis as “This thesis urges MET institutions to conduct courses in cultural awareness and increase the learning goal in English to something more than bare basic “(Horck, 2007).

The vision statement of Soderkulla School in Malmo is very eye opening for the MET institutions which say that “we want to develop the school into a truly international school where different cultures meet in unity, mutual respect and understanding” (School year book 2007). I found few words of wisdom from the Swedish curriculum 1994 devised for the schools. It says” the school should promote understanding of other people and the capacity for empathy. No body at school should be bullying. Tendencies towards harassment should be actively opposed. Hostility and intolerance towards people with other cultural backgrounds must be met with knowledge, open discussions and active measures”.

Data analyses also give a clear picture that multicultural working environment is not so friendly specially mixed crew onboard. People were not comfortable in the multicultural environment of a peaceful and beautiful city of Malmo. Just imagine how it would be difficult on board ships. Communication and cultural barriers create misunderstanding, ultimately leading to fatal accidents and loss of lives. Analysis also shows that WMU students had been facing so many difficulties and inconvenience in multicultural environment. it was the unanimous consensus of the respondents that culture and languages are big barriers. This issue needs to be addressed. Seafarers find difficulties in adjusting themselves in such cross culture environments. A high percentage of the

respondents were in the opinion to have communication skills and cultural awareness course in the curriculum of MET institutions. It was also opined that there should be legislation on this issue and it should be made part of STCW.

Once we have encouraged the seafarers to choose the sea as a career option we need to train them. And that is where the other problem lies (Rajaish, 2005). There is no doubt that it is not an easy task rather a sensitive issue to teach multiculturalism to seafarers. There are so many hurdles and “one of the first hurdles to overcome is to find a place within educational models for cross cultural analysis and the study of the cultures of globalization”(Benton,2005,p. 353). Considering the above mentioned facts there should a short course which can contribute towards the elimination of the accidents.

There are few models already exist like for example “For the Swedes, the book written by HERLITZ is used by embassy staff, business managers, UN soldiers etc. before taking up assignment abroad. This education should be included as a mandatory component in the MET program and not be additional course that the ship-owners have to pay for in order to make the crew alert and aware on this issue” (Horck, 2007, p. 76).

Canada is another best example of mixed cultures. “UNO has declared, Canada as number one country, accommodating people from six hundred cultures” (.Bellefontaine, 2007). Many Canadian institutions provide training to corporate managers on multicultural issues, cross culture communication and problems related to multicultural working environment. “Three European Universities have made joint efforts on cross culturalization and are convinced that master of business administration (MBA) graduates need an advanced understanding of European business contexts, language skills and practical international experience.(quoted by Horck,2007 p. 28 from Van Ginkel 2004, p.12). Help can also be taken from different projects undertaken by the European Union and other organizations to improve upon language skills in general and English language in particular, like MarTEL (Maritime tests of English Language), HELLO SAILORS (HELping english Language development in Shipping and mAritime

Industries Leading to improved safety) and PROFS (The Professional of a Maritime English Instructor), CIIPMET (Maritime Education and Training in China, India, Indonesia and Philippines) and SEASPEAK etc.

Benton has given a good example of California Maritime Academy where cadets are required to take courses designed to educate them in multiple cultures. He further says that its academic departments are responsible for specialized skills and knowledge called for in today's world. He further analysis the challenges, including financial, availability of qualified instructors and the integration of additional courses into traditionally unit-heavy fields of study. (Benton, 2005, p. 353).

There is a need of extensive study on multicultural and cross cultural communication problems in detail, and the best sites available for this project are the WMU and existing multicultural crew composition on board ships. This will provide a clear insight of the issue and a start point to develop useful course on communication skills and cultural awareness. Why not to learn something from animals. See (Appendix L).

7.3 Recommendations

1. IMO needs to take up the work to develop a comprehensive model course on "communication skills and cultural awareness". There is a long list of topics mentioned in Para 6.9 to be added in the course.
2. Legislation is required to include Communication skills and cultural awareness issues in the curriculum of MET institutions. It should be made part of STCW introducing a separate table of competence.
3. MET institutions are required to tailor such course according to the requirements of their seafarers.
4. Shipping companies should develop such course considering the type of crew they recruit and most common crew composition they have on their ships.

5. Manning agents should have a pre - sea joining programme for the seafarers. They should provide instructions and first hand information to newly joining seafarers about the crew on board on which they are going to join.

6. Companies already developing different CBT courses should be involved in the development of communication and cultural awareness course.

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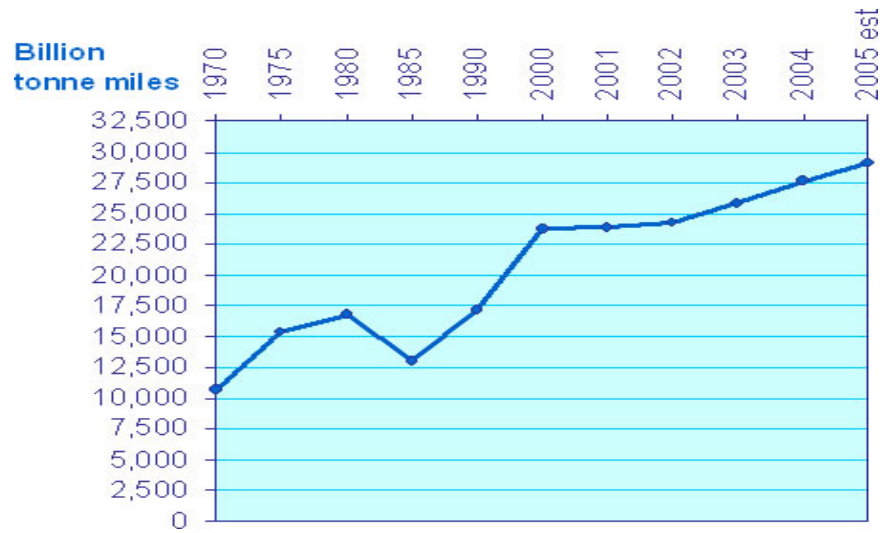


Figure 13 - (Source: Fearnley's Review 2004)

Evolution of Maritime Traffic

Evolution of maritime traffic

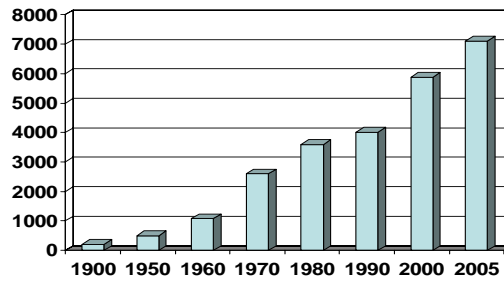


Figure14 - Evolution of maritime traffic (1900 -2005)

APPENDIX C

Details about Seafarers

Crew Composition in the World

"Mixed crewing or mix nationality crew is the feature of the present global labour market for seafarers. Over the past twenty five years approximately 80 per cent of the world merchant fleets have become multilingual and multiethnic in crew composition, which has been largely a result of the diminishing popularity and acceptance of merchant marine profession in traditionally considered maritime countries in the west. The continued reduction of manpower sourcing from this region consequently led to head search in the Far East, the Indian subcontinent and Eastern Europe which also reduced the operation shipping cost and eventually changed the crew composition"(Nissa, 2002. p. 1). About 400,000 officers and 850000 ratings are serving world wide. Most of the officers are from the OECD countries like North America, Western Europe, Japan and Europe with few exceptions from subcontinent and other developing countries. Demand of seafarers from the developing countries has increased manifold with the increase in the prices of oil, steel and operational cost of ships.

Crew Supplying Countries

According to the Philippine overseas employment report, approximately 25 per cent of the seafarers working on the world fleet are from Philippine, making it the largest single country of seamen supplier.

According to BIMCO / ISF Manpower Report (2005), OECD countries are the main source of officers. No doubt that the Eastern Europe is also becoming very significant in crew supply. The far east and south east Asia and the Indian subcontinent like Bangladesh, India and Pakistan (now after 9/11 the cultural issues has created lot of problems for the Pakistani seafarers) The report says that the centre of gravity of the

labour market for seafarers continue to shift from the traditional maritime nations of western Europe, Japan and north America towards the far east Indian sub continent and eastern Europe.

Shortage of Crew

Guy views it as there is no doubt that the shipping industry is growing very fast. Big ships are being built. Ship-owners and the ship builders are trying to put more gadgets on board ship to reduce human machine interaction. The industry needs seafarers. Though the Eastern Europe block is considered to be the big source of the seafarers supply countries but still there is shortage of seafarers. Shipping is facing a dilemma of dramatic proportions. A growing shortage of competent crews and an ever-expanding global fleet is impacting on the world's ship-owners to effectively man today's ships. Securing a reliable supply of highly trained seafarers is becoming a priority as ship owners strive to tackle rising trade flow demands by building more ships in order to make financial hay while the sun shines. (Guy, the sea July/august 2007)

“IMO is deeply concerned about the widely reported upcoming shortage of seafarers. A number of international, national and regional studies have highlighted the scale of the problem if action is not taken so it needs to be tackled before it reaches unmanageable proportions” (Efthimios, 2007)

Economic growth and rapid growth of shore industry is another reason for shortage of crew. Young generation prefers shore based jobs to get rid of tough and risky sea life. This phenomenon is going to effect more on the crew supplying countries like India and Eastern Europe and the few sources like Philippine will have more pressure for supplying seafarers. “As the economies in traditional crew supply areas like India and Eastern Europe became more developed, the challenges facing the global shipping industry would become more acute” (Ole Stene, the Sea July/august 2007)

Trend of low population, high per capita income, negative population growth, development, GDP growth and relations with European Union in the eastern European

countries are the major causes of shortage. India and china most likely play important role in the decline of the supply of the seafarers. Shortage is very obvious and there will be a lot of pressure on Philippine. In this situation, the quality of the seafarers will be compromised. One of the BIMCO/ISF report shows that there will be shortage of about 16000 officers in the shipping market by 2010 (ICSW Seminar, 2005). The concern of shortage in this dissertation is that the raining standards could be compromised to overcome this shortage.

List of Countries

Albania
Algeria
Argentina
Bangladesh
Brunei
Belize
Cambodia
Cameroon
Cap Verde
Chilli
China
Colombia
Dominican Republic
Ecuador
Egypt
Ethiopia
Estonia
Fiji
France
Ghana
Greece
Guyana
India
Indonesia
Japan
Kenya
Korea
Liberia
Malaysia
Mauritania
Mauritius
Mozambique
Myanmar
Mexico
Nigeria
Palestine
Panama
Pakistan
Peru
Philippines

Russian federation
Saint Lucia
Sierra Leone
Sri lank
Sweden
Tanzania
Thailand
Turkey
Togo
Tonga
Uganda
Viet Nam

APPENDIX E

Questionnaire for Locals from Malmo City

1. Since how long you are living in this city/ country
2. Why did you migrate from your country
3. How do you find the Swedish people
4. Do you find any communication problems in this multilingual society
5. Do you find any problem due to multicultural environment
6. Any problem in working with the multinational workers
7. Would you like to go back to your country if no then why and if yes then what are the reasons
8. Do you feel miss fit in the allied culture
9. How do you find people migrating to your country (for Swedish citizens only)

APPENDIX F

Questionnaire for WMU Students

1. Is it easy to adjust in WMU multicultural environment? If NO what sorts of problems do you find?
2. Do you find any language problem in the WMU multicultural environment? If yes what sort of problems?
3. Do you find any difficulty in understanding of professor's English language during the lectures? If yes what are the problems?
4. Do you have any sea experience?
5. Do you work in any shipping industry related department?
6. Did you ever work with multicultural crew/staff?
7. Did you find it comfortable with multicultural crew?
8. Do the curriculum of your maritime institution contains and teaching material on multicultural and communication skills?
9. Do you find any communication problem in multicultural environment
10. Do you think that short course on communication skills and cultural awareness will help to improve upon the safety onboard?
11. Do seafarers need to know the culture of others while working in multicultural environment?
12. Any suggestions/ opinions and ideas about this issue are always welcomed.
13. What should be included in the Communication skills and cultural awareness course/ curriculum?

APPENDIX G

Communication Message

Pearl head
Pearl head – victor Romeo Sierra Echo
This is Ocean Queen
Ocean queen

My position: bearing zero four five degrees from distress position- distance three miles

ETA distress position is with in two five minute

Information: I will act as on – scene –coordinator

Information: I will show following signals: orange flag- two red vertical lights

I am proceeding to your assistance, my position 69 degree 29 min. NORTH 030 DEGREE 53 MINUTE EAST. My course is 135 degree. My speed is one two knots; my ETA distress position with in one hour.

Request all vessels in vicinity of position keep sharp lookout and report to on scene coordinator.

We finish with SAR operation vessels have permission to stop search and proceed with voyage, result of search negative.

Helicopter ETA distress position with on hour. I will use rescue sling relative wind zero four five degrees, speed is two six knots.

I am ready to receive you

Transfer of patient not possible.

APPENDIX H

Questionnaire for Pakistani Seafarers

1. Did you work with multicultural crew?
2. Did you find any communication problem?
3. Did you find it comfortable working in multicultural environment?
4. Were you taught any thing about the communication skill during your training?
5. Were you taught about multiculturalism during your training or in the service?
6. Did you face any difficulties due to cultural diversity?
7. Do you think that there should be some course on communication skills and cultural awareness?
8. Will this course be useful to improve upon the safety and the good working environment?
9. How will it have any positive effect on Pakistani Seafarers?
10. What should be included in the Communication skills and cultural awareness course/ curriculum?
11. Please comment on these issues also that you agree, disagree, frequently, sometimes, not at all

APPENDIX I

Questionnaire for Indian Seafarers

1. Did you work with multicultural crew?
3. Did you find any communication problem?
4. Did you find comfortable working in multicultural environment?
5. Were you taught any thing about the communication skill during your training?
6. Were you taught about multiculturalism during your training or in the service?
7. Did you face any difficulties due to cultural diversity?
8. Do you think that there should be some course on Communication Skills and Cultural Awareness?
9. Will this course be useful to improve upon the safety and the good working environment?
10. What should be included in the Communication skills and cultural awareness course/ curriculum?

APPENDIX J

Analysis of Deductive Data

Table 6 - Responses to questionnaires (WMU students, Pakistani and Indian seafarers)

Contents	Not Stated	requently	Sometimes	Rare	Never
language barriers	5	98	58	10	6
Culture barriers	6	84	66	16	5
Personality barriers	5	74	57	18	23
Religion barrier	10	63	60	25	19
Misunderstanding due to communication	5	74	55	18	25
Attitude problems	8	70	56	15	28
Cross cultural conflicts	15	55	78	10	19
Cross culture conflicts caused by communication	20	55	65	25	12
Misunderstanding of languages	9	70	65	25	8
Need to Know the social values of others	6	85	86	10	0
Need to Know the religion of others	5	60	95	15	2
Need to know the way of thinking	15	64	70	20	8
Importance of non verbal communication	9	80	60	25	3
Need to know food habits	15	55	82	20	5
Need to know another language	6	75	85	17	4
Need to know English language	0	165	12	0	0
Need listening skills	7	93	72	5	0
Need to respect others opinion	3	95	72	7	0
Need to respect religion	6	165	6	0	0
Need to respect culture	8	165	4	0	0

APPENDIX K

Opinions from Shipping Industry Experts

Following statement was sent electronically to different experts of shipping industry for their opinions

Dear Sir,

My name is Altaf. I am studying in World Maritime University Malmo Sweden. In my writing a dissertation and trying to ascertain the need of a course on communication skills and cultural awareness for seafarers.

As we are aware of the fact that human element/ human factor contributes about 90 per cent in the shipping accidents. Lack of English comprehension, language barrier, Communication skill and the multicultural working environment are the few elements which make the part of human element. One study shows that about 38 per cent accidents out of those 90 per cent occur due to multicultural barriers and lack of communication skill. In other words the mix crew is the problem. Where as mixed crew element is unavoidable in the present globalization. Very less attention is given to develop the communication skill of the seafarer and they are not being trained on the multicultural issues. They are not being taught how to work and live in such multicultural working environment and how people from other cultures behave.

There is a need to develop a model course for seafarers to teach them how they can be confident in such multicultural working environment

i need your opinion on this issue if possible. Do you think that such course should be developed by the MET institutes, will it help seafarers in multicultural working environment.

Looking forward for your replay please

With best wishes
Altaf
WMU, Malmö
Sweden

Following are the replies received from experts

1. Commodore Imran Ansari Commandant Pakistan Marine Academy

Regarding your topic for the research paper my views are that a course designed to promote harmony in the multi-cultural / multi-religious / multi-ethnic / multi-racial set up on board ships of the merchant marine of today would be very useful and effective. This need had been established earlier in the form of the "Personal Safety and Social Responsibility Course" which is included in the Mandatory Pre-courses prescribed by the IMO. It would be useful to dig our origin of this course to be used as the Preamble / Introduction to your desertion and then build on the shortfalls and improvements needed in this course to make it more useful.

Following points may be elaborated upon:

- Ability to communicate in English in an acceptable accent
- Standardization of verbal communication terms, orders, reports etc to reduce chances of ambiguity during operations
- Inter-faith awareness to avoid causing annoyance unintentionally
- Tolerance of others to create an agreeable living atmosphere and a good working relationship

I shall think of more points and email to you in due course. INSHA ALLAH

We are progressing fast into the establishing of the University of Engineering Science and Technology. The refurbishment work on our buildings is in full swing. The target is to start classes by **October 2007**.

With sincere regards,

IMRAN ANSARI

Commodore Pakistan navy

Commandant Pakistan marine academy

Pakistan

2. Assistant Professor Takeshi NAKAZAWA WMU

There is no doubt that mix crewing is unavoidable phenomenon in the shipping industry. This creates a multicultural working environment and in such environment, communication skills and multicultural awareness is very

important. Every seafarers needs to know the culture of other crew members working with him onboard ship. But it is very sensitive issue. It is very difficult to change any ones culture. It is like an operating system of a computer. If we change the operating system the computer will not work. We have to accept the culture of each other because no ones culture is either right or wrong. Each culture is developed a matured since many centuries. So the only way is to accept and adjust in the multicultural environment. The need for such course can not be denied but again i will emphasis that it is very sensitive issue and it should be treated very delicately. MET institutions have to take interest in this matter and teach their seafarers about the multiculturalism.

3. Captain Ashraf Zafar Officer in Charge Seamen Training Wing Pakistan Marine Academy, ex WMU Graduate and experienced seafarer

Fire on passenger ship Scandinavian star and subsequent findings proved this that if crew had been from the Scandinavian countries or have spoken one of the languages of such countries lesser casualties would occur among passengers who belonged to such countries.

I heard once that IMO was considering to make convention to address this issue and then also heard that Scandinavian countries have mutually agreed to this and have made some legislation that on passenger ships crew and officers must speak one of the Scandinavian countries (please confirm this as I am saying what I heard from other professionals)

However I am definite that IMO had developed a course to address this issue of language barrier among crew of different nationalities on board ships. This course is maritime English and you may be able to find it in the WMU library. Closely look in the introduction of this model course might provide you some material of your dissertation.

Unfortunately this course is not mandatory under the provision of STCW convention but maritime administrations might make it mandatory for cargo or passenger ships. I am of the opinion that at least it must be made mandatory for passenger ships and can be implemented as separate course or made part of crowd management course for passenger ships.

In addition to language barriers, cultural back ground also matters a lot while working together with multinational crew. Therefore only professionalism and well structured training in maritime academies can improve the situation greatly. Similarly ships of different trade are unique and their operations are complex therefore proper training with special emphasis on language and practices on board ship can also help in enhancement of safety. then again dangerous trend of hiring crew on contract means that frequent crew changes and change of companies seafarers can never develop sense of belonging and association with the

company and they are not so much aware of ships lay outs and the arrangements of life saving or fire fighting appliances and not so proficient in the use of other equipments on board ships. This sense of belonging with company and knowledge of ships is one of the vital elements of avoiding accidents and promotion of safety on board ships

Similarly sailing with lesser crew may provide some economic advantage but in case of accident ,and fatigue element fighting such emergency less manpower and human recourses may cause excessive damage because it would be difficult to fight emergencies with fewer man power on board sip who are supposed to be much more efficient having adequate knowledge of own ship and close and effective coordination among the crew itself a compared to out side fire fighters or other person dealing with situation. So in my opinion such course should be developed in which institutions can teach seafarers about the communication skills and cultural awareness despite other efforts of IMO and the belongingness on the part of companies

Hope fully this may provide some in put for your question

Regards

Captain Ashraf Zafar

Officer In charge Seamen Training Wing

Pakistan Marine Academy

Pakistan

4. Dr.-Ing Harro G. Kucharzewski Managing Director MARINE SOFT Germany

Dear Altaf

Thank you for asking me. You are right, this is an important issue. I always try to address it as you know from my lessons, but never had the opportunity to develop a training course. There are some examples out there – a long time ago the German forces have developed a CBT that addresses the non verbal communication in and between the European and the Arabian culture, and I have seen something in the US.

I agree that such a course should be important, and I would be glad to participate in such a development. Maybe we should form a team for that issue?

Regards

DR Harro

**5. Med Vennlig Hilsen Principal Research Engineer DNV Maritime,
MTPNO354 Maritime Learning**

Dear Altaf,

Mixed crews are certainly a challenge. But I believe there are also studies which indicated no additional accidents.

Perhaps those studies show that it is possible to implement communication and interaction measures successfully.

Some of the major Norwegian ship owners operate dedicated local training centers (Singapore). Gradually they were able not only to switch from Norwegian sailors to the Philippines and other nationalities, but later also to foreign officers. The motive was economical of course, but I believe they managed- deliberately- to maintain (or even increase) the safety level. This is good for the developing countries and also for the maritime community at large.

As for DNV, we train our surveyors quite extensively through an internal course: "Communication and Intercultural awareness".

Good luck!

Med vennlig hilsen / Best regards,
Stein Gaarder

Principal Research Engineer
DNV Maritime, MTPNO354 Maritime Learning
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Phone: +47 67 57 75 65
Fax: +47 67 57 99 11
Web: www.dnv.com

6. Max Mejia, Assistant Professor WMU

Hi Altaf,

Many thanks for your thoughtful greetings!

I agree. My feeling is that some kind of training/exposure to work in a multicultural environment can help bridge some of the gaps that unfortunately lead to accidents at sea. The question relating to how much a model course can affect accident statistics can only be answered once it is tested. But my instinct tells me that it can only result in positive benefits --- not only in terms of safety but also in terms of productivity and efficiency. Reduced frustration in a multicultural environment could

even lead to more satisfied seafarers who in turn could positively affect recruitment and retention.

Enjoy your weekend.

=====
MABUHAY !

Max Mejia
Assistant Professor
World Maritime University
Malmo Sweden
Email: mm@wmu.se

7. Natasha Brown, External Relations Officer, International Maritime Organization

Hello Altaf

At this stage, the Secretary-General is not available to comment on your project. My colleague advises that STW 38 agreed that communication skills should be addressed during the proposed review of the STCW Convention and the Code. The idea of developing a short course would definitely be helpful. He should look into the report of STW 38 and in particular annex 11. The report is attached. Further, any multicultural/multiethnic working environment should make it obligatory for staff to sit through such a course because it would make people understand each other better and, therefore, work better together. There are lots and lots of courses of this type in the market.

You might want to consider in your project why one tailored specifically to the peculiarities of onboard personnel should be developed.

hope helps,
best regards,

Natasha Brown
External Relations Officer
Public Information Services (PIS)

External Relations Office
International Maritime Organization (IMO)
Tel: +44 20 7587 3274
nbrown@imo.org

8. Captain Solanki, from India

Dear Altaf,

Thanks for asking my comments. I believe that mixed crewing is unavoidable phenomenon. In the present globalization era, shipping industry can not be run without mixed crew. It is also the need of the shipowners to have cheap labour to reduce the operational cost. As far as the seafarers training is concerned, they are taught English in Indian institutes and other short mandatory courses to enhance skill and knowledge. Training on communication skills and cultural awareness is concerned; this needs more attention and dedication. There is a need of such course to be developed and made part of the seafarer's curriculum. I believe that there should be some legislation on this issue by the IMO and it should be included in the STCW. On board training is also a good source to teach seafarers about multicultural awareness. I hope this effort will be fruitful and will open a door to more comprehensive training on these issues

With best regard,

Captain Solanki

9. **Shinichi Ichikawa Friends of WMU, Japan Secretariat**

Dear Rehman,

Thanks very much for your e-mail and asking how I am doing. As you can imagine, very hot summer is coming up to Japan, and we are pretty busy with the preparation for the "Japan Field Study Trip" this year.

Regarding the issue you have mentioned in the previous e-mail, because of Mr. Sasakawa's hectic schedule, we don't really have a chance to do so. However, if you take a look at one of his speeches at:

http://www.wmu.sof.or.jp/iamu_general_assembly.pdf

At the General Assembly last year, he mentioned a little bit about what you wanted to know.

With best regards,

Shinichi Ichikawa
Friends of WMU, Japan Secretariat
Maritime Technology Department
Ocean Policy Research Foundation

Why not to learn something from Animals

Pursue Achievable Goals



Keep Genuine Smiles



Share with Others



Help Neighbours



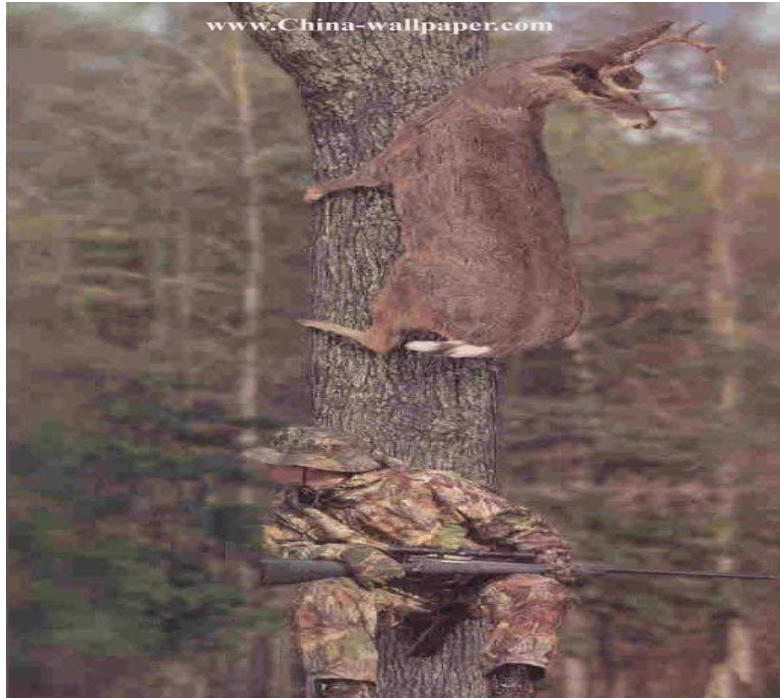
Maintain Youthful Spirit



Get Along with the Rich, the Poor, the Beautiful, & the Ugly



Keep Cool under Pressure



Lighten the Atmosphere with Humour



Forgive the Annoyance of Others



Have a Few Pals



Cooperate and Reap Greater Rewards



Treasure Every Moment with Your Love Ones



Have High Confidence in Yourself



Respect the Disadvantaged



Indulge Yourself Occasionally



Surf the Net at Leisure



Take Calculated Risks



Understand "Money Isn't Everything"



Source: (Professor Neil Bellefontaine WMU, 2007)