AN OVERVIEW OF STRATEGIES FOR A SUCCESSFUL DIVERSITY MANAGEMENT IN MARITIME

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ABSTRACT

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

Key Words: Male-dominated, Maritime, Diversity management

1. INTRODUCTION

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

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

Diversity management is far more important at workplaces where there is a striking dominance of a certain gender, race, class, ethnicity, cultural background or the like. Managers in such places must be more

efficient in diversity management. Because managing diversity is more than simply acknowledging differences among people, it involves recognizing the value of differences, combating discrimination and promoting inclusiveness (Green et al.,1995).

Ever since diversity has been appreciated by organizations people tried to promote it, expanded training and other diversity programs, but most of them haven't worked. They have used almost the same approaches since the 1960s—which often make things worse, not better. The methods used most are diversity training to reduce bias on the job, hiring tests and performance ratings to limit it in recruitment and promotions, and grievance systems to give employees a way to challenge managers. It is proved by statistics that a company gets less diverse not more if managers are required to go to diversity training, regulate their hiring and promotion decisions and put in a legalistic grievance system because forcing doesn't work. The positive effects of diversity training rarely last beyond a day or two, and a number of studies suggest that this kind of force-feeding can activate bias rather than stamp it out. That's why some changes should be made in diversity education. As social scientists have found, people often rebel against rules to assert their autonomy. They can't be motivated by being forced to get with the diversity programs and being punished if they don't (Dobbin and Kaley, 2016).

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

2. STRATEGIES TO PROMOTE DIVERSITY IN WORKPLACES

Individual level strategies: Diversity training is the most prevalent individual level intervention. minorities can be trained to adapt to norms and goals of the dominant culture and might target minorities. Majority can also be trained to adapt to the changing workforce. Some studies show that individuals have more favorable attitudes toward diversity initiatives when their work groups are more demographically diverse (Kosseck, 2006).

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

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

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

According to the findings of them, after a diversity training program, while 75% of respondents state trainees leave diversity training with positive diversity attitudes, only 9% believed trainees enter with favorable attitudes. Similarly, 68% believed that employees are skeptical prior to training, whereas only 7% reported skepticism after training. Importantly, these were Human Resources managers' estimates rather than actual measures of attitude change. Training success was also correlated with managerial mandatory attendance and rewards for increasing diversity, long-term evaluation of training results and defining diversity broadly. Despite these positive perceptions, this same study found that only one-third of organizations viewed diversity management training efforts as having lasting change. Others have been unable to document the advantages of diversity training (Rynes and Rosen, 1995).

Despite their benefits, training programs have some drawbacks. One reason training may have limited impact is that most training programs reinforce norms, values and perspectives of the dominant organizational culture; the focus is on helping members of the non-dominant group to adapt to the majority (Tung, 1993). Another reason is that the training, itself, maynot incorporate what we know about transfer of

training. The training context maybe different enough from the ongoing work context, so as to make it difficult for trainees to exhibit behaviors similar to those learned in training (Ford and Fisher, 1996). A third reason may relate to insufficient skill levels of diversity trainers. Regardless of whether a person tended to be a high or low prejudiced person, her research suggests that cognitive change is most likely to occurin training situations when social desirability demands are low.

The effects of college recruitment programs is striking. According to Dobbin and Kaley (2016), five years after a company implements a college recruitment program targeting female employees, the share of white women, black women, Hispanic women and Asian-American women in its management rises by about 10 % on average.

Mentoring is another strategy targeting change at the individual level. Here a successful senior mentor is matched with a more junior woman or minority, with the objective of enabling under-represented demographic groups to move through 'glass ceilings' – the traditional, invisible barriers to advancement (Ragins, 1997; Thomas and Gabarro, 1999).

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

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

Group level strategies: Engagement with other people helps a lot to individuals because experiences show that people have a strong tendency to correct dissonance by changing either the belief or the behaviour. It is called cognitive dissonance in psychology (when someone's beliefs and behaviourare out of sync, that person experiences it and have a tendecy to correct dissonance changing either the belief or the behaviour.) When managers actively help boost diversity in their companies, something similar happens: they begin to think of themselves as diversity champions (Dobbin and Kaley, 2016).

Forming identity-based networking groups, which are formal or informal associations of employees with common group identities can be useful in promoting diversity. These separate affinity groups provide opportunities to connect socially and professionally to one another and enable members to make contacts that expand the range, strength and configuration of their social networks and reduce their isolation (Kosseck et al. 2006).

There is evidence showing that contact between groups can lessen bias. Business practices that generate this kind of contact across groups get good results. Self-managed teams are one of the ways of providing this. These teams allow people in different roles and functions to work together on projects as equals. Working side-by-side breks down streotypes which leads to a more equitable hiring and promotion. There is evidence that the percentage of women in management rose byy 3 % in five years in the firms that created their self-managed work teams. (Dobbin and Kaley, 2016)

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

Self managed teams for core operations and cross training are already available in many organizations in the US and they are proved to be useful. They have had more positive effects than mandatory diversity training, performance evaluations, job testing and grievance procedures, which are supposed to promote diversity (Dobbin and Kaley, 2016).

Organizational level strategies: Involvement of top management is important in the success of organizational level diversity strategy. A strategy targeting organizational change for diversity should focus on organizational culture change to create a work environment that nurtures teamwork, participation and cohesiveness – characteristics of a 'collective' (versus individualistic) organizational culture. when a

critical mass of senior executives were involved in supporting diversity efforts such as mentoring, or recruitment of minorities for top jobs, organizational diversity and upward mobility efforts were easier and more effective (Thomas and Gabarro, 1999).

On the other hand, it is seen that companies get better results when they ease up on the control tactics. It's more effective to engage managers in solving the problem, to expose them to people from different groups by increasing their on-the-job contact with female and minority workers, and to encourage social accountability for change (Dobbin and Kaley, 2016).

Another tactic to promote diversity is social accountability. People are responsible for the decisions they give and the possibility/obligation of discussing their decisions with peers forces them to give fair decisions. In this sense, transparency is a way to provide diversity. When people know they might have to explain their decisions, they are less likely to act on bias. For example, if a company posts each unit's average performance rating and pay rise by gender, unfairness regarding promotion and pay rise may be prevented. Another way to promote social accountability is diversity task forces which are made up of department heads and members of underrepresented groups. They look at the diversity numbers both for the whole company or the smaller units and come up with solutions to prevent any problems they encounter. Accountability theory suggest that having a task force member in a department will cause managers in it to ask themselves, "Will this look right?" when making hiring a promotion decisions (Dobin and Kaley, 2016).

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

Organizational change takes time and requires good leadership. The business case for diversity suggests that a diverse workforce and a supportive culture can bring about increased creativity. A diverse workforce, then, becomes a source of competitive advantage for firms that strive to achieve a high level of innovation. (Kossek et al., 2006).

3. GENDER DIVERSITY IN MARITIME

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. THE STUDY

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

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

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

Another step should be adapting mentoring and e- mentoring for the women in maritime. They need role models and they need to counsel somebody more experienced and wiser than themselves. Finding a mentor may not be possible for all the women concered, so it must the job of the organization to get the mentors and mentees together. Another thing which is important in maritime is e-mentoring since it is not always

possible for the mentees to get in touch with their mentors so easily as their counterparts working on shore. E-mentoring is the only solution for them to get in touch with their montors whenever they need.

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

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

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

5. CONCLUSIONS

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

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