



Satakunnan ammattikorkeakoulu
Satakunta University of Applied Sciences

INA SOHN-RAJAMÄKI

Training manual for apprentices on the multicultural crews in Finnish vessels

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ABSTRACT

Sohn-Rajamäki, Ina: Training manual for apprentices on the multicultural crew in Finnish vessels
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The aim of this thesis was to find out how the students have experienced multicultural crews during their onboard training on Finnish ships. Should maritime schools offer more teaching about a multicultural work environment?

As a result of this research, a short guide was prepared for students on working in a multicultural work environment.

The research was done as a quantitative survey. The survey was sent to all Finnish maritime educational institutions' students in the spring of 2022. The questions were divided into six smaller areas: students' background information, familiarization with the ship during onboard training, the crew's attitude towards the students, communication with the crew, work guidance during onboard training and the student's future wishes about working as part of a multicultural crew.

When analysing the students' answers, it became clear that work familiarization, learning the ship's routines, and work guidance require improvements. The importance of the working language of the multinational crews was highlighted during the research, and the crew's language skills affected the students during their onboard training. The research showed a clear that the students wanted to receive additional training on working in a multicultural work environment on the ship.

The research revealed the old-fashioned management culture on Finnish ships and its effect on students' comfort and well-being at work. Shipping companies and maritime educational institutions should start a joint project on better familiarization and work guidance for students during onboard training on ships, especially on multinational and multicultural ships.

Keywords: multinationalism, multiculturalism, guided onboard training, familiarization, work guidance

TIIVISTELMÄ

Sohn-Rajamäki, Ina: Koulutusopas harjoittelijoille suomalaisten alusten monikulttuurisista miehistöistä

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Tavoite tässä opinnäytetyössä oli selvittää kuinka opiskelijat ovat kokeneet monikulttuuriset miehistöt suomalaisilla laivoilla ohjattujen harjoittelujensa aikana. Tulisiko merenkulun koulujen tarjota enemmän opetusta monikulttuurisesta työympäristöstä?

Tutkimuksen tuloksena laadittiin lyhyt opas opiskelijoille monikulttuurisessa työympäristössä työskentelemistä.

Opinnäytetyöni tutkimus tehtiin kvantitatiivisena kyselytutkimuksena. Se lähetettiin kaikille suomalaisille merenkulun oppilaitosten opiskelijoille keväällä 2022. Opiskelijoiden kysymykset jaettiin kuteen osa-alueeseen, opiskelijoiden taustatiedot, laivaharjoittelujen aikana tapahtuneeseen työhön perehdyttämiseen, miehistöjen asenteisiin opiskelijoita kohtaan, kommunikointiin muun miehistön kanssa, työn ohjaukseen laivaharjoittelun aikana sekä opiskelijoiden toiveisiin tulevaisuudesta osana monikansallisia miehistöjä.

Opiskelijoiden vastauksia analysoitaessa selvisi, että varsinkin työhön perehdyttäminen, laiva rutiineihin oppiminen ja työnohjaus vaativat parannusta. Monikansallisten miehistöjen työkielen merkitys korostui tutkimuksen aikana ja se, kuinka hyvä tai huono kielitaito miehistöillä oli, tämä heijastui opiskelijoiden oppimiseen ohjattujen työharjoittelujen aikana. Tutkimuksesta saatiin selkeä tulos, että opiskelijat halusivat saada lisäkoulutusta toimimisesta monikulttuurisessa työympäristössä.

Tutkimuksesta paljastui suomalaisten laivojen vanhoillinen johtamiskulttuuri ja sen vaikutus opiskelijoiden viihtyvyyteen ja työhyvinvointiin. Varustamoiden ja merenkulun oppilaitosten tulisi käynnistää yhteisprojekti opiskelijoiden paremmasta perehdyttämisestä ja työnohjauksesta ohjattujen laivaharjoittelujen aikana koskien erityisesti monikansallisia ja monikulttuurisia aluksia.

Avainsanat: monikansallisuus, monikulttuurisuus, ohjattu laivaharjoittelu, perehdyttäminen, työssä ohjaaminen

FOREWORD

I was basically born and raised in my childhood in a sailing yacht. Half of the year it was our second home and the place where we met friends and enjoyed the freedom of the sea and nature. My first word that I learned to say was a ship (laiva in Finnish). The other half of the year when we were not at sea, we were travelling. I am pleased and grateful to my parents, who have opened the world to me since I was a child. Living in a small space on a yacht and seeing new places and meeting foreign people I learn to be hospitableness, forbearance and being open. Our family has always been open to diverse cultures and people from other countries, like my genealogical tree shows. During my long athletic career, I was in a privileged position to travel and see the world in training camps and competitions. In my high school years, I had a chance to spend a year in Australia as an exchange student. This year was so important to me in many ways, and it opened my eyes to other cultures and how multicultural communities' work. My interest in multiculturalism grew. For years, my own family hosted exchange students from many continents and at the same time became more multicultural and broad-minded. My earlier working career has always been with colleagues and customers from all over the world, and that has made me an international person. My previous work took me to live in Spain and Estonia as an expatriate Finn. I have my own experiences living and working with people with different backgrounds, cultures, religions, and values. My own experience of life has helped me to write this thesis.

During my onboard training, I realized I should be sharing my personal experience in multiculturalism and give tips to other students on how they could make their onboard training and the beginning of their seafarer's career easier and more liberal.

I am glad, that my topic was considered interesting and needed. I am pleased with the number of answers for my survey. I am glad to have received four grants from Werner Hacklinin Säätiö, Gustaf B. Thordéns Stipendiestiftelse RS, Shipowners' Foundation and The Maritime Foundation for my thesis. Thank you to them for financially supporting my thesis project.

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1 INTRODUCTION

Through the ages ships have had seafarers from all over the world. It is one of the oldest professions. Over a hundred years ago, it was common for ships to have multicultural crews. During that time, Finnish sailors were cheap labour. Finnish sailors changed ships at ports to get better salaries or get a voyage closer home. A hundred years ago the seafarer's education system was different and most of the sailors learned the profession by doing. (Kaukiainen, 2008, pp. 528-553.)

In practice, we have gone back in time and are again in a situation where Finnish ships have multinational crews. This is one of the biggest changes since Finnish vessels changed from sails to machine power. (Ala-Pöllänen, 2017, pp. 204-205.)

The purpose of this thesis was to find out how students had experienced a multinational and multicultural working environment on ships. What kind of experiences students had had with the communication and interaction skills of international crews in familiarization, working and leisure situations?

Based on the survey and my personal experience in onboard training and work, it can be noted that there is a need to raise awareness of differences between different cultures, practices and what needs to be considered when working with employees of different cultural backgrounds. Based on my research, I have compiled a short guide (Appendix 2) for students to better understand what it means to work as a part of a multinational and multicultural crew. What kind of issues students should consider and understand when working on ships with crew members from several different countries.

I have made the translation for quotations which I have taken from Finnish sources.

2 APPRENTICES ON FINNISH SHIPS

Finnish maritime students must do onboard training during their studies. Maritime certificates of competences require students must do onboard training, at least 60 days and up to 12 months. It depends on the students' studies how much onboard training is needed before to get their Maritime certificates of competences from Traficom. (Traficom, 2022)

The Apprentice Mill is a non-profit association which was established in 2015. The target of Apprentice Mill is to work smoothly between Finnish maritime students and around 20 Finnish shipping companies and their around 90 ships organizing students' onboard training periods. (*Merenkulun HarjoitteluMylly Ry*, n.d.) The Apprentice Mill organizes onboard training positions for 8 Finnish maritime school students (4 vocational schools and 4 university of applied sciences) on Finnish vessels. Most vessels have multinational crews. Each Finnish maritime school prepares students in separate ways for their onboard training. Some maritime schools still have their own training vessels where maritime students can practice their basic level skills.

One thing is common: there is no systematic orientation for students on how to work as part of the multicultural crew. STCW (International Convention on Standards of Training, Certification and Watchkeeping for Seafarers) training require students to learn maritime English. (International Convention for the Safety of Life at Sea (SOLAS), 1974) In officers' and masters' training there are occasional STCW Maritime Resource Management courses, which focus on correct allocation of crew resources, effective communication, assertiveness, and leadership and achieve and maintain situational awareness. The Crowd and Crisis Management course introduces diverse cultural backgrounds and behaviour in emergency situations on board of ships. This course briefly discusses different cultures, situations, and their most common differences. (The Minimum Level of Training of Seafarers and Repealing 2018/0162) However, none of the courses focus more deeply on multicultural supervisory work or management.

The Apprentice Mill has commissioned a thesis in which a deck trainee's guide to supervised shipboard training has been produced. Tuovila had written the guide for deck apprentices in 2018 in Finnish. This guide is good in a general guideline and should be more used in maritime schools for students who are going to do onboard training for the first time. This guide has general and valuable information about living on ship. But there is only one note of multiculturalism. "Also remember that there may be crews from different cultures on board and their manners may differ a lot from yours. Most importantly, remember to be tolerant of other workers and cultures. The ship is not a place for political or religious opinions." (Tuovila, 2018, p. 7)

Miettinen had studied on her thesis more engine cadets onboard training or doing training by being an engine watchman. The thesis criticizes the students' ability to perform tasks in English, but no position is taken at all on working in a multicultural work environment. (Miettinen, 2017, p. 24)

"The knowledge of English gained on a merchant ship can be a better way to develop the English language than teaching in educational institutions." (Pirinen, 2019, p. 29) Pirinen has researched the motivation for learning English for the deck officers. Students work in a multicultural work environment which may increase their motivation to study English in educational institutions as well.

"It is not important where the crew is from, it is important how to communicate. Every nation has different ideas, traditions and we need to respect them in communication." On Laine's master's thesis it is mentioned that correct communication is the most important thing. Philippines must do an English language test before they can work on Finnish ships. Finnish sailors must communicate in English without a language test. (Laine, 2015, p. 49)

"Communication and the shortcomings cause many misunderstandings, close call and accidents." observes Luosma on his thesis of culture and multiculturalism of bridge collaboration. (Luosma, 2021, p. 21) My interest was not merely

to avoid risks, accidents, and misunderstandings onboard. My interest was to find out can the students' onboard training be happier and make a positive learning experience if they know more about multiculturalism.

Increasing everyday leisure time together it is possible to get to know another person more easily, which reduces prejudices and promotes positive stereotyping. This, in turn, has a positive effect on the formation of a more understanding relationship between the different parties. If, on the other hand, the familiarization remains distant, there is a risk that in sudden risky incidents real dangerous situations may arise and cause danger not only to one's own ship but also to outsiders. (Ala-Pöllänen, 2017, p. 197)

There are teachers in maritime schools who do not have personal experience of working with, for example, Philippines. For this reason, not all teachers can be experiential experts on the actual multiculturalism for their students. This is one example, which brings the need for the students to get more information and training on how to work in a mixed cultural environment on ships.

2.1 Multiculturalism in Finland

Finland's work life started to become more multicultural in the 1990s when more refugees came from Somalia and former Yugoslavia and returning immigrants from Ingria (part of the former Soviet Union) arrived. Multinational companies hired foreign workers. The well-known Finnish company Nokia needed foreign top talent. Finland became a member of the EU in 1995, and that helped EU citizens to move to other countries and change jobs. In the 2010s some of the larger Finnish companies realized that they had to start investing in acquiring multicultural employees. (Kansalaisopistojen liitto Kol Ry, 2018) Familiarization to work tasks had to take place with the help of employees' own culture and background, and at the same time, employees must be introduced to Finnish labour society and occupational safety. This will help employees to adapt to their workplace. As a result, the employees will become more productive and adaptable to the Finnish working community. Employees will feel more

wanted, and their working efficiently and coping with work will last longer. Furthermore, their well-being at work will rise. There are situations where a person may fall suddenly from a good position to a weak minority because of language illiteracy, immigrant background, disability, entrepreneurs' bankruptcy or unemployment. This is frightening for the employee, but it is good to remember that when it comes to multiculturalism and diversity, each of us can suddenly place themselves in a different position. More companies realized that proper job orientation and familiarization was the only way to get multicultural work communities to work well together. It requires effort and time from the superiors. This way, everyone can learn from each other, and this can bring benefits and competitive edge for the company especially if the company's markets are international. (Tahvonen, 2014, part 1) Tahvonen continues in her book multicultural working life, good for people, good for business. This familiarization is not just for the foreigners. It also helps the locals to work together. Unfortunately, it is not so common for orientation to take place on a cultural level. In this kind of orientation, all employees would introduce their cultural backgrounds, customs and earlier studies or work experiences. In general, the familiarization has only been done for work and not the employees themselves. There are more foreign workers in Finnish work life, and the work has become more global. This changed the working language to English. (Tahvonen, 2014, parts 1-2) The same thing has happened on Finnish ships as well.

The Finnish ships are not yet considered to be multicultural working environments or, at least, it is not one of the motivating factors for students to choose their future profession. Helle and Ortio have studied in their thesis on the motivation for sea captain studies. The thesis survey asked about motivation and reasons for applying to the maritime industry. Only 19% of the respondents mentioned that working in a multicultural work environment was one of the motivations for applying for the profession. (Helle & Ortio, 2021, p. 29)

At present, two out of five employees in Finland work in a workplace with employees from foreign backgrounds. (Yli-Kaitala et al., 2013, p. 10) Successful interaction in a multicultural workplace requires the ability to understand the ways of communicating, acting, and interpreting situations of employees from

different backgrounds. In a multicultural work environment, it is sometimes difficult to notice cultural differences. Some of the differences, such as language and clothing, are easily noticeable. On the other hand, the employee's values, habits, and customs are more difficult to understand. Yli-Kaitala (Yli-Kaitala et al., 2013, pp. 16-21.) lists simple things between cultures, which can be looked at easily.

- Individuality – collectivity
- Relationship to time: precise – indicative.
- Relationship to the authorities: equal - unequal.
- Gender roles
- Tolerance of uncertainty
- Self-initiative and active information acquisition
- Relationship to religion

All these things should be considered more carefully during job orientation. Managers should have more understanding and knowledge about these issues, so that they can promote cultural diversity in the workplace by their own example. Of course, this requires training and the ability to understand flexible management.

2.2 Non-EU crews on Finnish ships

Finland was the last EU country that accepted to hire crew members from outside the EU area. In Finland, this agreement was made in 2009 between Finnish Shipowners' Association and trade unions. (Lehtonen, 2018, p. 7) The agreement to hire crew members outside the EU offered the opportunity to remain competitive for Finnish shipping companies. The non-EU crew helped to save on wage costs. In general, the non- EU sailors come from the Philippines, Russia, or Ukraine where there is a long tradition of shipping. On average, the non-EU sailors work on Finnish ships for 6 to 9 months nonstop. The salary is paid only for the working period. Finnish or other EU sailors work in shorter periods, and they are also paid for their rest period. Wages and labour

contracts put seafarers in an unequal position, just depending on their nationality. (Ala-Pöllänen, 2017, pp. 61-74.)

2.3 Multicultural crews

In general, the mixed crew means Finnish and Philippines working together. Generally other EU citizens can easily be compared to Finns. There can be seafarers from Sweden, Estonia, Germany, Latvia, Lithuanian et cetera. Each nationality has their own cultural background even if they are coming from the same continent as Finland. Someone might think that all Scandinavian are the same and that Finland and Estonia are sister nations. There are still cultural differences which should be known or realized when working together. The fact that a ship has A Finnish flag state does not mean that there are people living in Finland or having Finnish heritage onboard. The ship is practically no-man's land and a place where crews work together and follow good seamanship. The flag state of the ship only tells the home country of the ship, not the home country of the crews. (Ala-Pöllänen, 2017, pp. 61-74.)

Safe operation of the vessel requires effective communication that works both linguistically, culturally, and on a personal level. The main reasons for ineffective communication in shipping are language barriers, cultural differences, psychological barriers, personality, and relationships between personnel. (Laine, 2020, p. 124)

During my own onboard training, I had great conversations with Estonian and Philippine crews about multiculturalism. Partly because of my own experiences, I concluded that more understanding of multicultural crews on Finnish ships is needed in all aspects. After discussing the matter with the ship curators of the Finnish Seamen's Mission, I received real support for research and speaking as well as making training material is necessary to increase the work well-being and knowledge of multicultural crews.

3 SURVEY OF MULTICULTURAL CREWS IN FINNISH VESSELS

During my own onboard training, I faced the challenge that work management and familiarization with actual work were often inadequately conducted. Of course, there were also top professionals and younger seafarers who were fully skilled workers in all sectors. Sarivaara has studied this in his thesis *Leadership in seafaring* and in his thesis, it is clearly brought out that shipping has lacked unified management skills and the appreciation and development of interaction skills, because of which the conservative management culture that was preserved on ships. Therefore, management and interaction culture, and providing feedback should be better trained. (Sarivaara, 2019) The Finnish Shipowners' Association, Seafarers' Pension Fund and The Finnish Seamen's Mission have organized a project called LOBAS (Leadership on Board and Shipping). (Seafarers' Pension Fund, n.d.) The LOBAS project has been carried out in collaboration with trademark training from Deep Lead which was first done for the Finnish Army. (Deep Lead Oy, n.d.) In his thesis *Pilot coaching of Maritime management culture, a Follow-up study, from the pilot training of LOBAS project* Östman has analysed the participants' experiences from the LOBAS training. In his thesis he wrote that on management level more leadership coaching will be needed, and the LOBAS project should be continued. The pilot project participants had received a lot of helpful tools for example to manage feedback and on how ship-specific couple management works. For example, the ship has two captains. One is on duty on ship, and the other on is resting on shore. (Östman, 2020) After going through these theses and interviewing different parties from the respective project, it turned out that the LOBAS project does not take a deeper stance on the multicultural work environment and its management or giving feedback on multiculturalism in ship. Investigating a multicultural workplace fascinated me more. As a result, I felt that it would be better to approach the matter from the point of view of maritime students' perspective. Students can give concrete information on what it is like to work on ships where there are many different nationalities and how they are working.

I have familiarized myself with multiculturalism on Finnish vessels. Two theses have been written on the subject; *Philippine – Finnish co-life: an ethnography of mixed occupation on a Finnish cargo ship* (Laine, 2015) and *Happy Ship? An ethnographic study of Finnish and Philippine sailors aboard Finnish cargo ships* (Ala-Pöllänen, 2017) This thesis has studied the change on Finnish vessels after Finland accepted to take crew members outside the EU in 2009. In these theses other crew members from for example Estonia and Sweden are mentioned several times. According to my personal experience, there could be crew members from other EU countries as well as from Russia and Ukraine. It is a challenge for students to face real multicultural crews when you should learn to do your onboard training work at the same time.

The survey has been conducted using statistical methods for quantitative research. Quantitative research is based on positivism, which emphasizes the rationale, reliability, objectivity, and unambiguity of information. The aim of the study was to provide reasonable, reliable, and generalized information. The studied phenomenon, the student experience of multicultural crews in Finnish vessels has been well defined. This enables it to be measured using quantitative research methods. Questions have been derived from the phenomenon and ready-made options have been given (structured questions). The quantitative method aims to generalize the responses and to obtain sufficiently precise results. The sample group should be large enough so that the results of the study are accurate, and that the possibility of errors is limited. In this survey, the sample group was more than 100 students. Therefore, the result can be considered reliable. The purpose of quantitative research is to solve a problem, contribute to the development of society and the improvement of things. (Kananen, 2011, pp. 16-27.) The aim of the study is to improve the motivation and ability of students to work in multicultural crews and to clarify which challenge students face the most. Do students have enough knowledge of multiculturalism crews as a research problem? How has this affected students during their onboard trainings?

3.1 Survey background

The survey of multicultural crews in Finnish vessels was created to understand how the maritime students had experienced the multicultural crews. The survey had three parts: the student's background information, the student's work experience (familiarization with the ship, attitudes, communication, and work guidance) and the student's future wish of working as part of a multicultural crew. Some of the questions were multiple-choice questions. Multiple-choice questions were a better alternative than average results, because each ship is a single entity, just like on shore each job has its own unit. The working environment is not the same on all ships. There can be huge differences. The answers were adjusted based on the percentage of answers to make them comparable. The survey questions are in the Appendix 1.

3.2 Implementation of the survey

The survey was created with Google Forms. The survey was made in English and in Finnish, which was lowering the threshold for students to answer the survey. I took the risk of using only two languages rather than three. In Finland, the maritime students are studying in three different languages: Finnish, Swedish, and English. I left out questions in Swedish. I was given a hint that the Swedish-speaking students' English language skills are better than that of Finnish students. According to the survey results, this hint was correct.

The survey had 15 multiple-choice questions and three statements. The response time was around 5 to 10 minutes. The respondents were given two weeks to answer the survey (from 8th of April until the 22nd of April 2022). The survey was sent to all eight maritime schools in Finland. I received the contact teacher's emails from the Apprentice Mill. My own school's (Satakunta University of Applied Science) maritime student received the survey from me by school email. I received information from the Winnova vocation school from Rauma that they would not send the survey to their students unless the steering committee had accepted it. The timeline was not long enough for me, so I was not able to receive answers from Winnova students.

Covid-19 has caused problems for student onboard training especially for students who have started their studies in 2019 or 2020. Because of this there are large numbers of students who have not done much onboard training or working on ships for their curriculum.

My target was to get at least 50 answers from the survey, which is around 5% of the maritime students in Finland. (Suomen Laivapäälystöliitto, 2022) I received 103 answers by 23rd of April 2022 at 8.00 am. This means I doubled my target. The number of answers gives relevant information of the students' experiences from Finnish vessels.

During onboard training, students complete the onboard training record book together with the onboard supervisor. This will help students to understand and learn what and why different things are done on ships. The onboard training record book also allows students to keep track of what they have been able to do as well as learn different things onboard. The book would be filled in with reviews of students' performance on work and work attitudes. This study does not take a position on the completion of the training record book or its content. The training record book was completely excluded from this research.

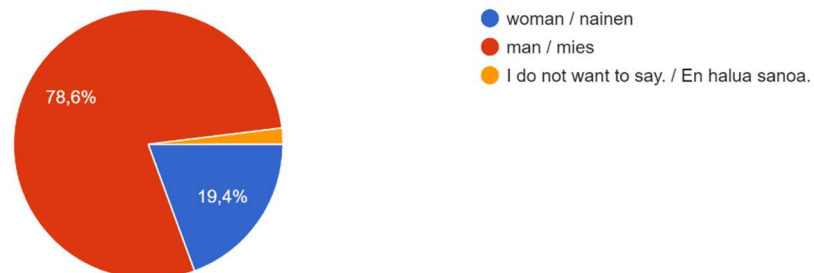
4 THE SURVEY REPLIES

Each question was analysed and examined. 103 students had answered the survey anonymously. The respondents' cannot be identified from the results.

4.1 Students' background

103 students answered the survey. 78.6% (81) were men and 19.4% (20) were women. 1.9% (2) of the students did not want to mention their sex. (Picture 1.) On the average 7/8 of the maritime students in Finland are men and 1/8 are women. (Statistics Finland. 2022) In the survey there were more female respondents than their share is from the students in the maritime sector in Finland.

1. My gender / Sukupuoleni
103 vastausta

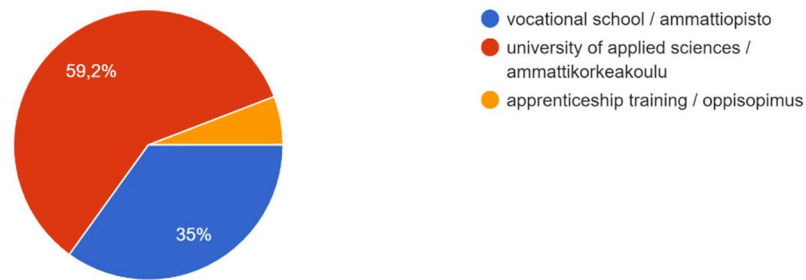


Picture 1. Student gender breakdown.

35% (36) were studying at a vocational school. 59.2% (61) were studying at a university of applied sciences. 5.8% (6) of the students were studying in apprenticeship training. (Picture 2.) In Finland, on the average, as much maritime students' study in a vocational school and in university of applied sciences. (Statistics Finland. 2022).

2. Your current/previous maritime institution? / Nykyinen/viimeisin merenkulunkoulusi?

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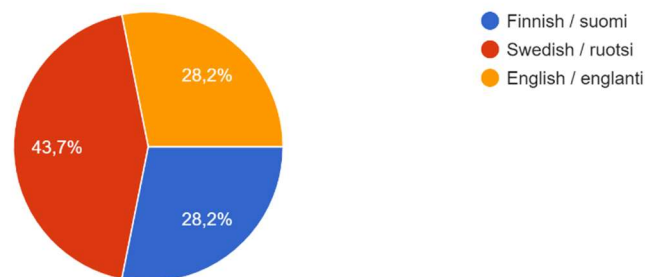


Picture 2. Educational Institute of students.

The language of students' degree program was 43.7% (45) Swedish, 28.2% (29) Finnish and 28.2% (29) English. (Picture 3.) Students studying in Swedish actively responded to the survey. About 50% of maritime students in Finland study in Finnish, about 35% in Swedish and about 15% in English. (*Finnish Maritime Cluster*, n.d.)

3. Language of your degree programme? / Tutkintosi opetuskieli?

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Picture 3. The degree language of the students in the survey.

It was important to know what kind of English language skills the students have. (Picture 4.) Picture 5 shows the students' language skills on Finnish, Swedish and English degree programs. There were eight students (7.8%) who said their first language was English. Four of these students are foreigners, and four Finnish, who had a foreign mother or father or spouse. The students who mentioned their language skills are excellent (28.2%) were studying at a university level either in English or in Swedish. Few students studied in Finnish, but they all had foreign spouses or relatives who were living in other countries. All vocational school students, whose English skills were excellent were

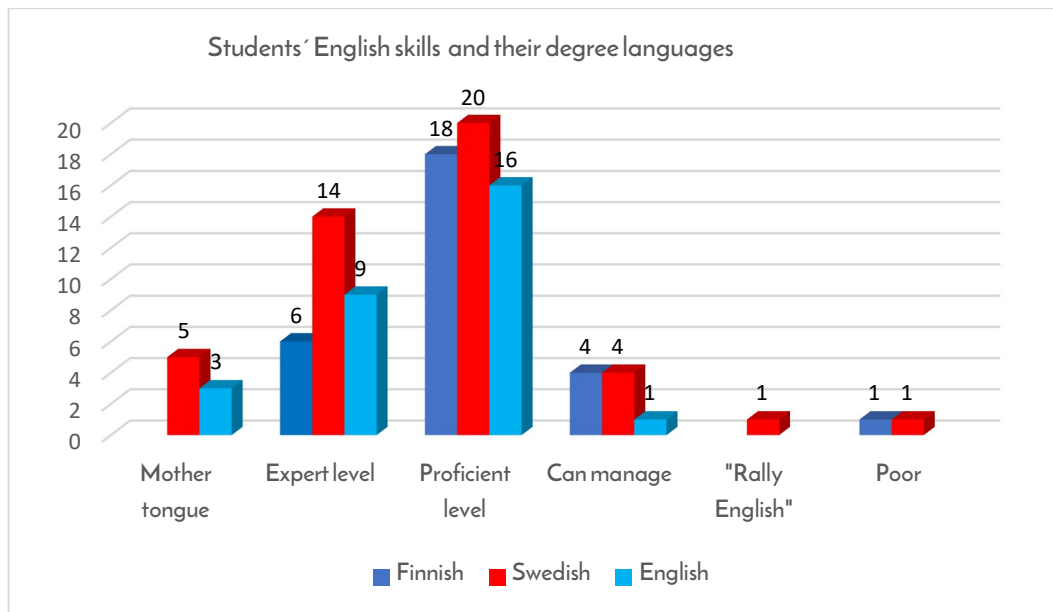
studying in Swedish. Over half (52.4%) of the students considered their English skills as proficient. This student group was almost evenly divided school languages. The students who said their English skills were limited to basic working tasks (8.7%) were studying in Finnish at a university of applied sciences or in Swedish at a vocational school. The only exception to this was a foreign student who was studying in English. One student (1%) from a vocational school spoke basic "rally English". The term rally English comes from famous Finnish rally and formula 1 stars who speak basic level English with strong Finnish accents. It is one way of surviving in the world, and their understanding of English might be good, but they have difficulties to pronouncing English words and their English vocabulary is limited. (Johanna, 2017) Only two (1.9%) students said their English is poor and needs more practice, the common factors were gender, and the students have not been in onboard training on ships with multinational crews.

4. How would you describe your English skills? / Miten kuvailisit englannin kielen taitojasi?

103 vastausta



Picture 4. Students' own description of their English skills.

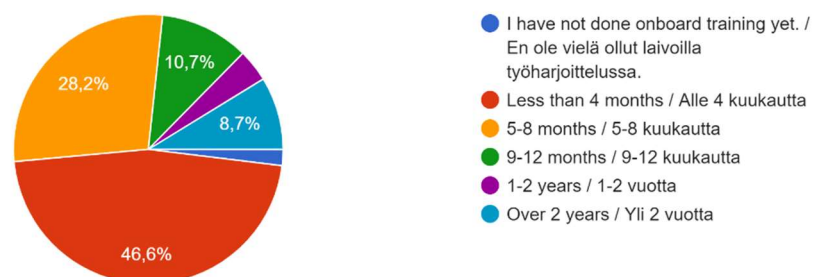


Picture 5. Students' English skills on their degree languages.

Only two students (1.9%) did not have any onboard training or working on a ship. (Picture 6.)

5. How long have you done onboard training or working on Finnish ships? / Kuinka pitkään olet ollut laivaharjoittelussa tai työskennellyt suomalaisilla aluksilla?

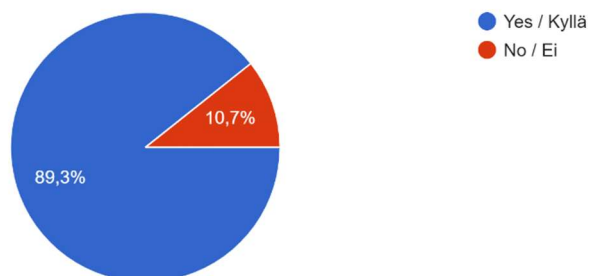
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Picture 6. Duration of onboard training or work on ships.

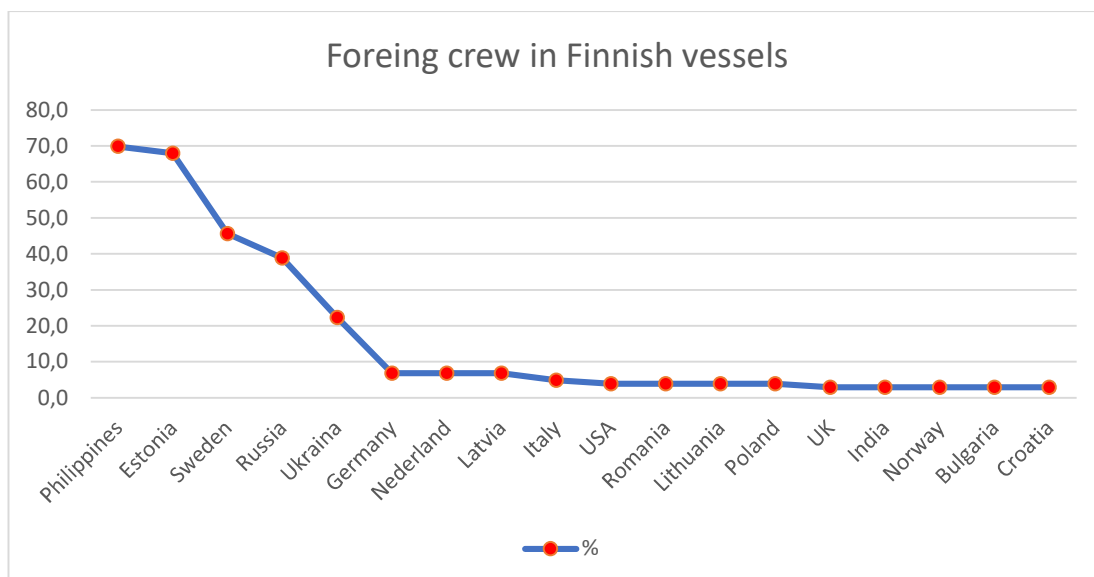
89.3% of the students had been on ships with multinational crews. (Picture 7.) Those students who had not been on a vessel with a multinational crew, are from a Swedish language vocational school, which has its own training ship. Two students had not yet done any training.

6. Have you worked or being onboard training on ships than have had a multinational crew (nationalities other than Finns)? / Oletko työskennelle...iehistö (muita kansallisuuksia kuin suomalaisista)?
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Picture 7. Students who had been on a ship with a multinational crew.

Question 7 was background question about the nationalities of crews that the students had been on Finnish vessels with. In picture 8, there were two nations which almost 70% of the students had sailed with: Philippines (69.9%) and Estonians (68%). The second largest group was Swedes (45.6%), followed by Russian (38.8%) and Ukrainians (22.3%). 7% of the students had sailed with German, Dutch, and Latvian crews. This shows that there are more nationalities than just Philippines. This information was important for the study and helps to interpret other responses to a greater extent.



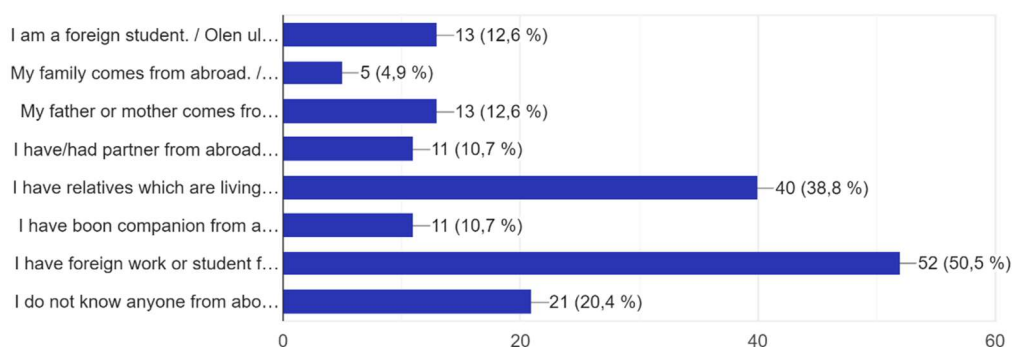
Picture 8. Nationalities of students' colleagues.

The students' relationships with foreign nations supplies more feedback. Picture 9 shows how students react to foreigners and how they have dealt with

foreigners in their civilian lives. 13 of the respondents were foreign students, who studied in English at a university of applied sciences or in Swedish at a vocational school. 21 students who did not have personal relations with foreigners were studying either in Finnish at university of applied sciences or in Swedish at a vocational school. However, 11 of those students had been sailing on ships with an international crew.

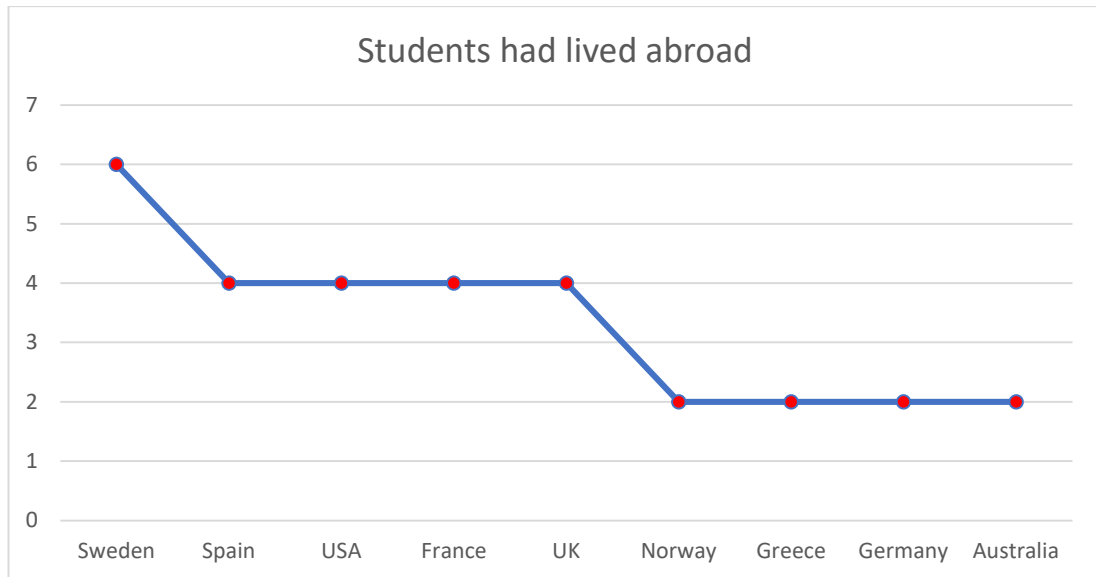
8. Do you have foreign friends, relatives? Multiple answers. / Onko sinulla ulkomaalaisia ystäviä, sukulaisia? Useampia vastauksia.

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Picture 9. Student relations with foreigners.

The last background question was if the students had lived abroad. (Picture 10.) 74 (71.8%) students had only lived in Finland. The most common foreign country was Sweden (six students). These students were studying at a vocational school in Swedish. The second group included Spain, the USA, France, and the UK (4), and the third group was Norway, Greece, Germany, and Australia (2).



Picture 10. Students who had lived abroad.

4.2 Familiarization to the ship

There was a multi-choice question about familiarization with the ship. The students were given multiple choices because most students had been on many different ships. Familiarization is an important matter when you come to a new workplace. It must be done thoroughly, carefully, properly, and expertly. Safety issues are one of the most critical areas, failure to do so can have dire consequences.

The familiarization was done as it should. Safety is one of the most important things on a ship for the crew, cargo, and passengers. The SOLAS regulation (International Convention for the Safety of Life at Sea (SOLAS)) guarantees that the familiarization had been done properly. Picture 11 shows that 91.5% of the students agreed that safety familiarization had been done correctly. When students come on a new ship, everything is completely new to them. There may be so much new information and some of the information can be “forgot” inadvertently. This may have been the case for 4.7% of the students. They felt they had not received enough safety information. All these students had said they had been onboard for less than four months.

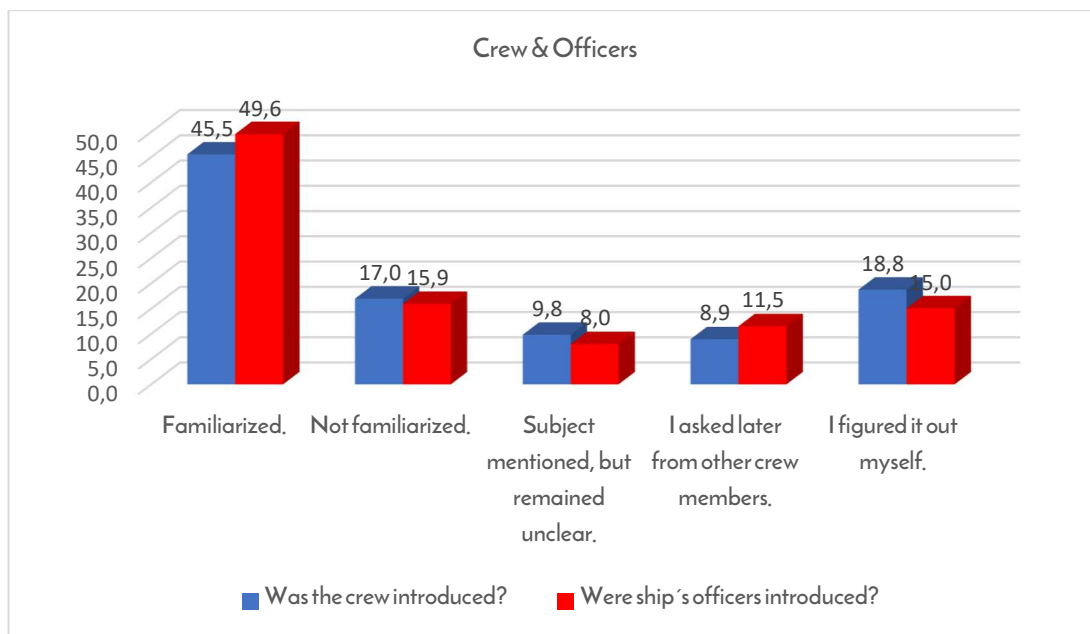
4.2.1 Familiarization of the vessel?

85.6% of students said they received useful information for the ship. (Picture 11.) Those students who said they had to find more information later, had stayed onboard for less than 4 months.



Picture 11. Students' views on safety and general familiarization.

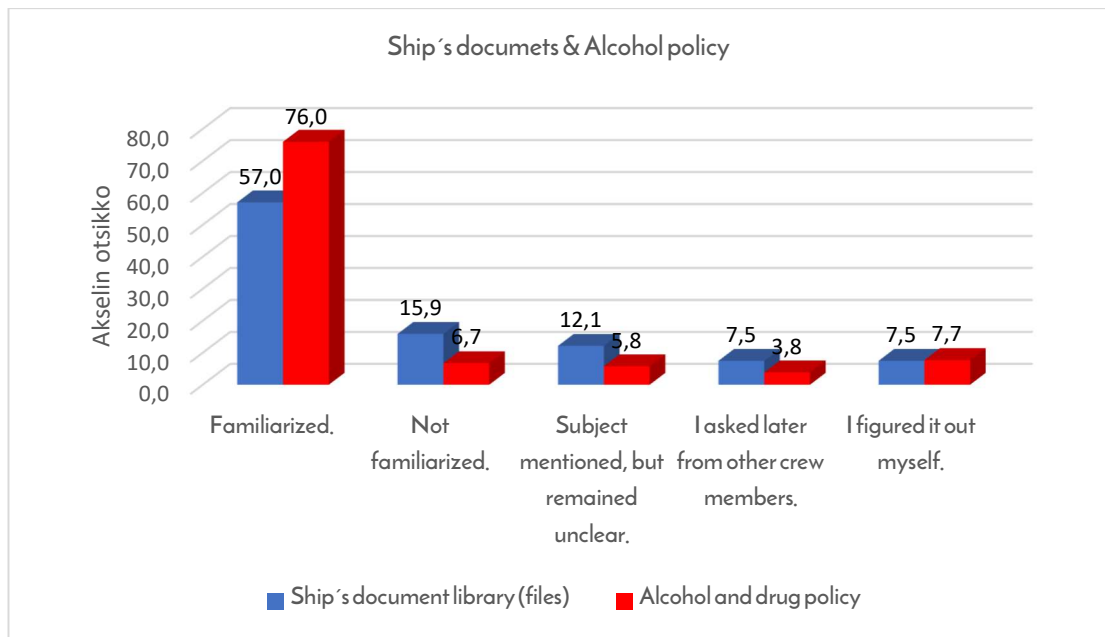
One of the most important things is to get to know your co-workers when you come to your new job. This is mentioned in the non-discrimination act on Finnish law. It guarantees the principle of equality for everyone to get to know their colleagues. (Tahvonon, 2014, pp. 47-48.) The students who were not properly introduced to the other crew mentioned that their familiarization took place in English. (Picture 12.)



Picture 12. Students' views on crew and officer's familiarization.

During the school studying, it is emphasized that all the various manuals, documents and paper files must be found from the ship. There was a question whether the ship's document library was shown during familiarization. 15.9% of the students said it was not even mentioned. All those familiarizations had been done in either Finnish or Swedish. 57% of the students who said it was familiarized in English. (Picture 13.)

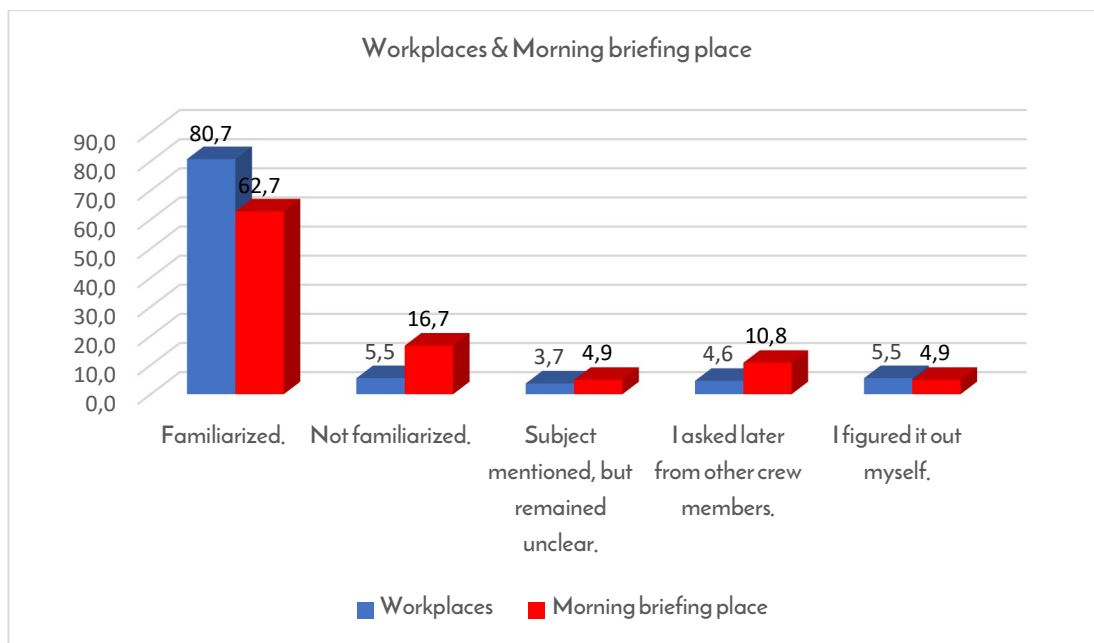
Alcohol and drug policy is a critical issue. It should be part of the safety policy and it should be introduced to students as well. (Picture 13.) There are differences between ships and shipping companies, and how strict the alcohol policy is. (Ala-Pöllänen, 2017, pp. 127-128.)



Picture 13. Students' views on ship's documents and alcohol policy familiarization.

Introducing workplaces is like showing ships in general. It is done in an effective way. 80.7% of students were aware of working places. (Picture 14.)

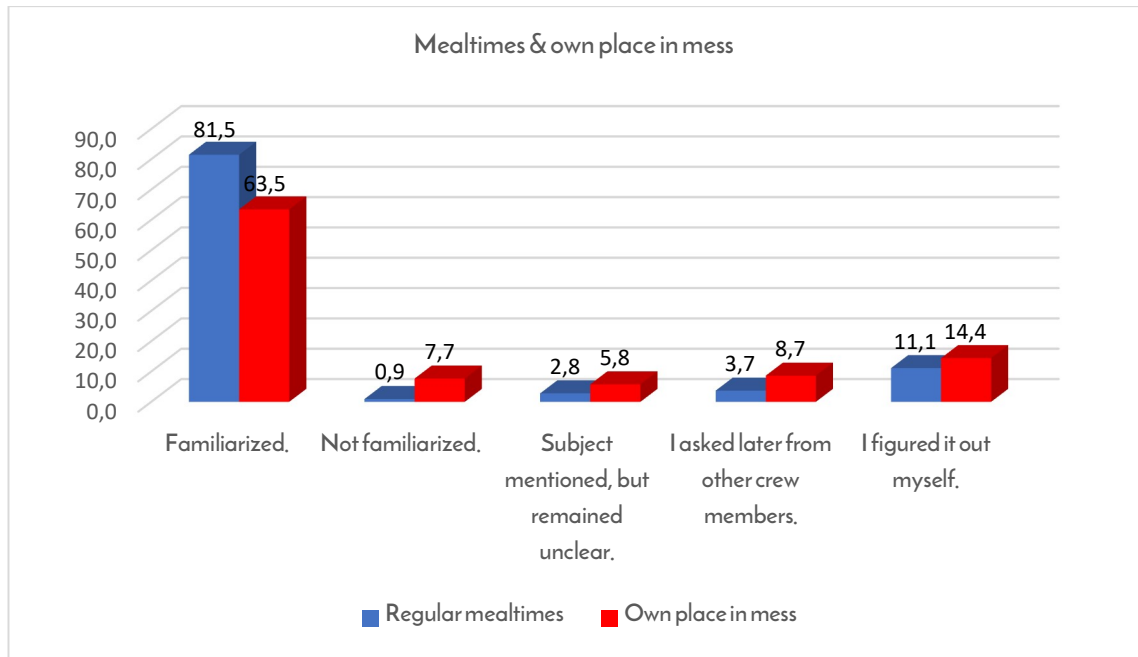
Where to meet in the morning or when the shift starts on a ship? 62.7% of the students said this information was given. All these students were familiarized in Finnish or Swedish, only few in English. (Picture 14.) It depends on the size of the ship and the student's work position if this information is needed. Students who came to the ship for the first time, cannot know what to ask or what they should know, unless this kind of information is given.



Picture 14. Students' views on ship's workplaces and morning briefing place familiarization.

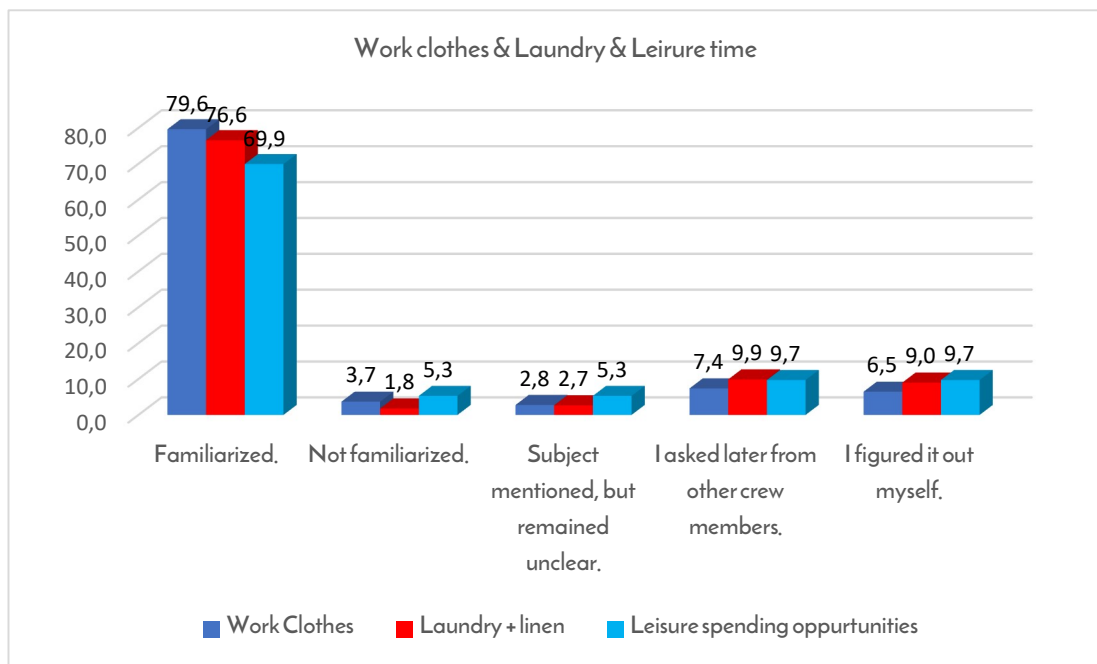
81.5% of the students received correct information of the ship mealtimes on the ship. (Picture 15.) The students who had to work out the mealtime information by themselves or ask from others had been mentored in Finnish or Swedish.

63.5% of the students were assigned their own place to eat in the mess. (Picture 15.) Some ships do not have designated places for each crew member, but there are tables for deck and engine crews, et cetera. This is more common in passenger ships. If no designated place in the mess was given, the familiarization language was Finnish or Swedish.



Picture 15. Students' views on familiarization to mealtimes and own place in a mess.

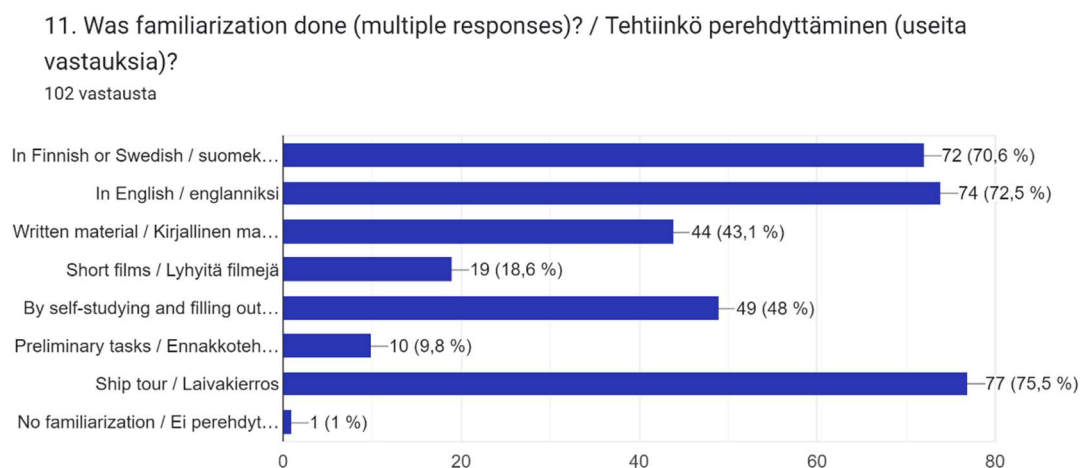
What kind of work clothes to wear, where the ship laundry for the crew is, and where to find new linen and towels? Was this information given, or were students active to ask others or figure it out by themselves? The students were not necessarily informed on how to spend free time aboard the ship. (Picture 16.)



Picture 16. Students' views on familiarization to work clothes, ships laundry and leisure time.

4.2.2 How did the familiarization work?

This depends on the vessel type and shipping company. Some shipping companies had preliminary tasks before students came aboard the ship. Others have short films on safety and ask the students to fill out a self-study work on ship safety, work environment and company policy. 77.5% of the students said they also had a ship tour. 70.6% of the students got information in Finnish or Swedish. (Picture 17.) The reason I did not distinguish between these two languages because both languages have an official status in Finland. 72.5% of the students got information in English. (Picture 17.) There is no statistical information on whether the orientation was conducted by a foreigner or whether the language of the ship requires the orientation to be conducted in all cases in English.



Picture 17. How the students were familiarized to the ships.

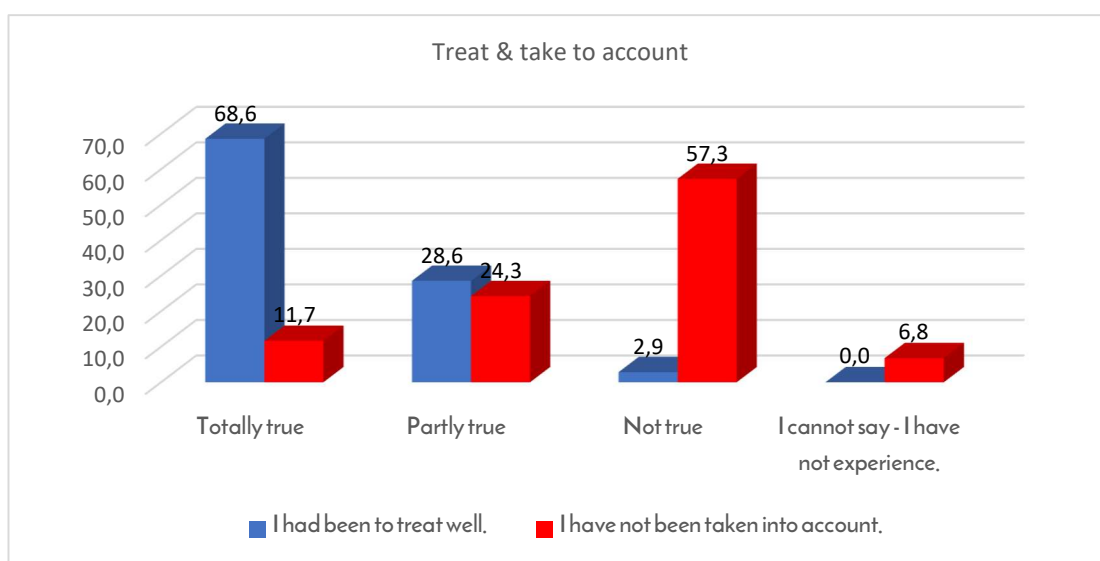
4.3 Attitudes

This part of the survey deals with how the students felt the atmosphere and attitudes on multicultural ships were. The students responded to the statements based on their own experience.

Many students were in general pleased with the atmosphere and how they were treated on the ship. 68.6% of the students said they had been treated

well. Only 2.9% of the students said they had been treated badly. All those students were foreign students. 97.1% of students agreed they had been treated well or quite well in ships. (Picture 18.)

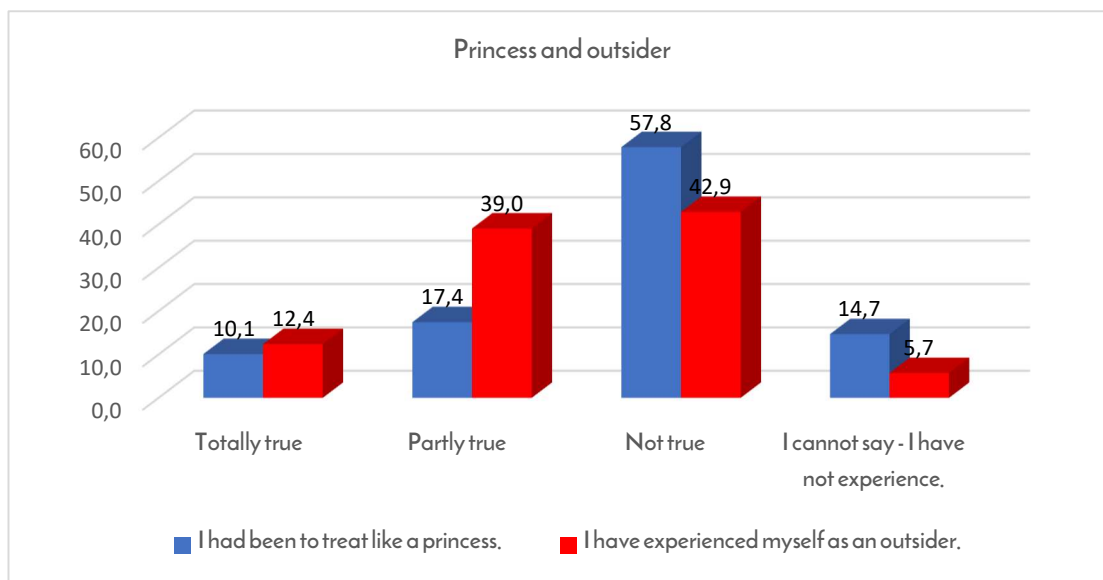
The second statement was: "I have not been taken into account." As Picture 18 shows, 57.5% of the students said this was not true. 24.3% of the students said it was partly true. This group included both male and female students. 11.7% said it was true. All were male students, either foreign or with foreign backgrounds.



Picture 18. How the students experienced treatment and being taken into account on ships.

10.1% of the foreign students or female students said they had been treated like a "princess". 17.4% said it is partly true, those were the rest of the female students and male students who had foreign parents, spouses or came from foreign countries. (Picture 19.) In the open questions female students disclosed, that especially the Filipinos were asking: why are you on a ship? Or why do not you stay at home and let your spouse support you? It is hard for the Philippines to understand why women want to be financially independent and work on a ship, especially from Finland. Older Estonian seafarers have said that women should only be in galleys or as mess girls on ships. Those foreign students felt they had been treated differently from the Finnish students.

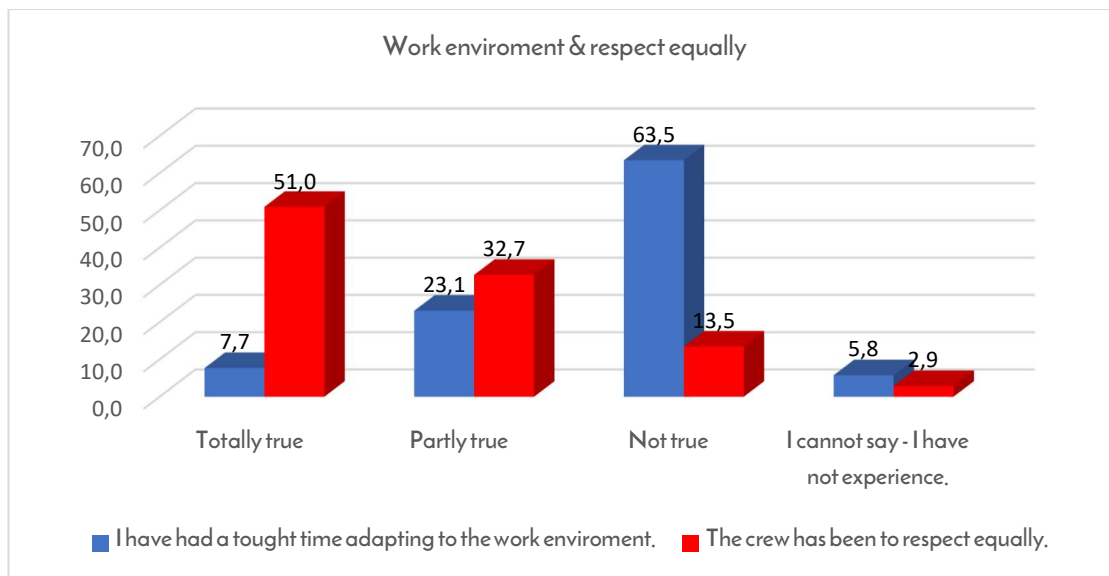
Picture 19 tells that 12.4% of the students said they had experienced like an outsider. Those were the students with a foreigner family background or male exchange students. 39% have partially felt that they are outsiders. This group included all female students and the rest of the male students who had some kind of foreign background.



Picture 19. The students' feeling of being treated like a princess or an outsider.

63.5% of the students had adapted to the work environment well. (Picture 20.) Those students (23.1%) who felt it had been partly hard to adapt to the work environment where all students from university of applied sciences, and most of them were female. Same was true for those students (7.7%) who said they had a tough time adapting to the work environment. All of them were studying in Swedish at a vocational school, and their working experience was less than four months on a ship.

Picture 20 shows that 51% of the students agreed the crew was respected equally. 32.7% of the students partly agreed on this. All of them worked on ships with crew members from Estonia and the Philippines. 13.5% of the students said this is not true. This group of students are studying in the university of applied sciences, and their English is at an excellent level. They can easily understand the communication between the crew members and notice if the speech is not respectful.

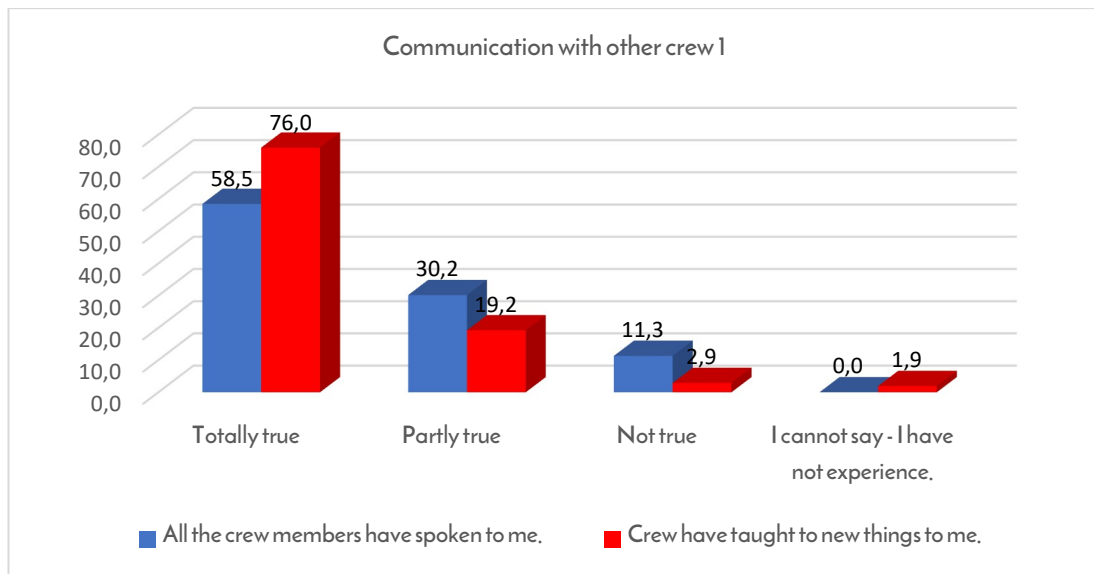


Picture 20. The students' adaption to the work environment and the crew's respect to each other.

4.3.1 Communication with the crew

Picture 21 show that 58.5% said all other crew members had spoken to students. 30.2% of the students said, that it is partly true. They were female or students who had a family background outside of Finland. Those who said that this was not true (11.3%) were students from all diverse groups.

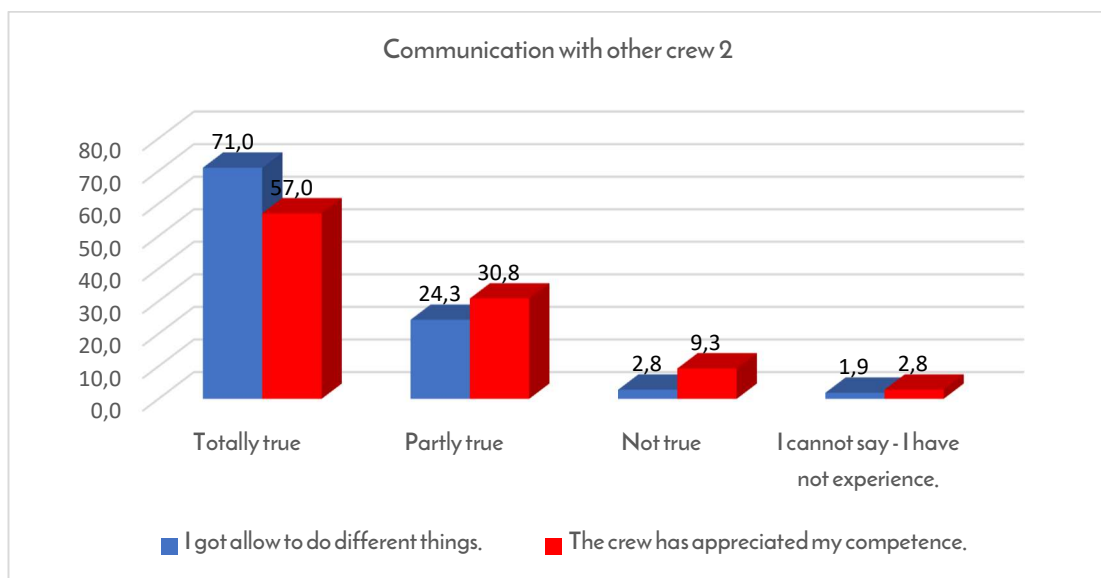
Almost all students (95.2%) agreed that they had learned new things during their training on the ship. (Picture 21.)



Picture 21. How the students had communicated with the rest of the crew.

95.3% of the students said that the crew had allowed them to do new things during their onboard training. (Picture 22.)

87.8% of the students felt that the crew appreciated their competence. 9.3% of the students who reported that their skills had not been appreciated by the crew they were women or foreign male students. (Picture 22.)



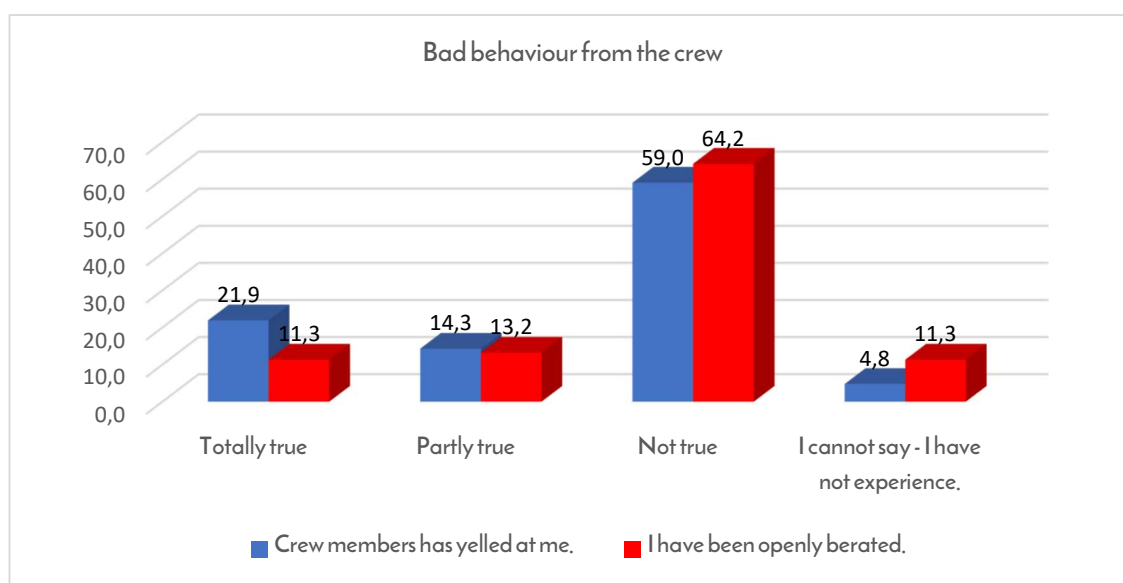
Picture 22. How students were allowed to do different things on ships and how the crew appreciated their competence.

As Picture 23 shows 21.9% of the students said that individual crew members had yelled at them. They all had excellent language skills. 14.3% said this was

partly true, all of them had commendable English language skills. This means that 36.2% of the students have faced that leadership is done through shouting.

This refers to a very old-fashioned style of leading or teaching students. This group were students from divergent backgrounds, but all of them had excellent language skills. (Tahvonen, 2014, pp.130-134.)

11.3% of students said that they had been openly berated. They were foreign or female students. However, 11.3% of the students did not have any experience of that. 13.2% of the students had been subjected to crew bark. (Picture 23.) These students were females from university of applied sciences or male students with some kind of foreign relation.

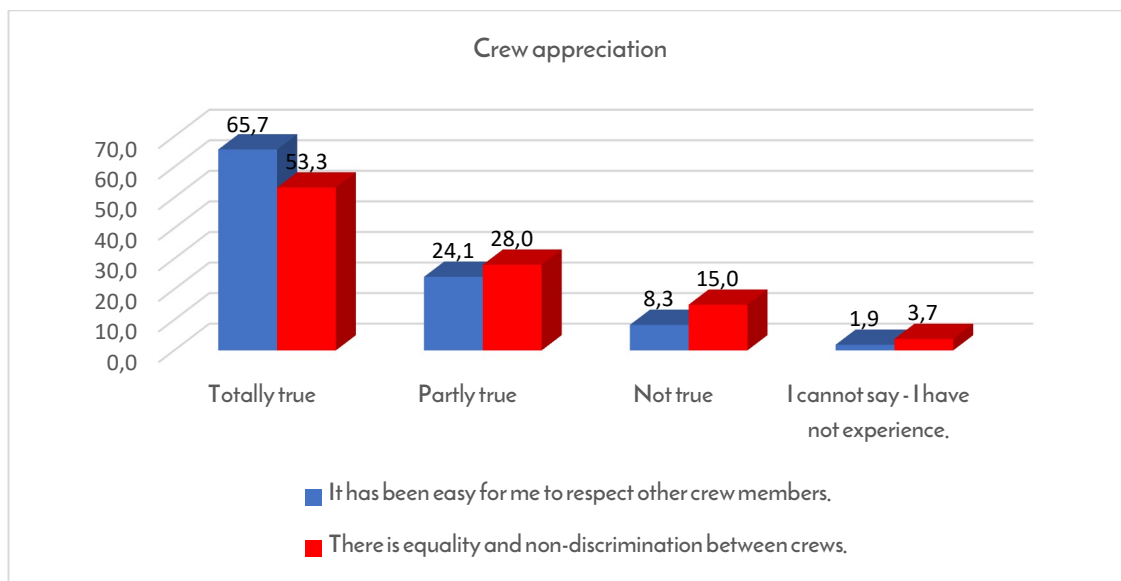


Picture 23. Had crew shouted to students? Had crew openly berated to students?

4.3.2 Crew appreciation

89.8% of the students felt it was easy for them to respect other crew members. Those 8.3% who said they were not able to respect other crew members were students studying at a university of applied sciences that had excellent English skills. (Picture 24.)

81.3% of the students said that it is true or partly true there is equality and non-discrimination between crews. 15% said there is no equality and non-discrimination between crews. (Picture 24.) This group consists of students from all distinct groups. This suggests there could be ships where the principle of equality has not been seen to. It is possible that the captain or individual crew members (officers) can make the atmosphere discriminatory.



Picture 24. How students have respect for other crew members and face equality and non-discrimination on ships.

4.4 Communication

In this part of the survey examined what matters the students are willing to discuss with their colleagues. This gives insight into what Finnish students like to talk about and what is typical of their lives.

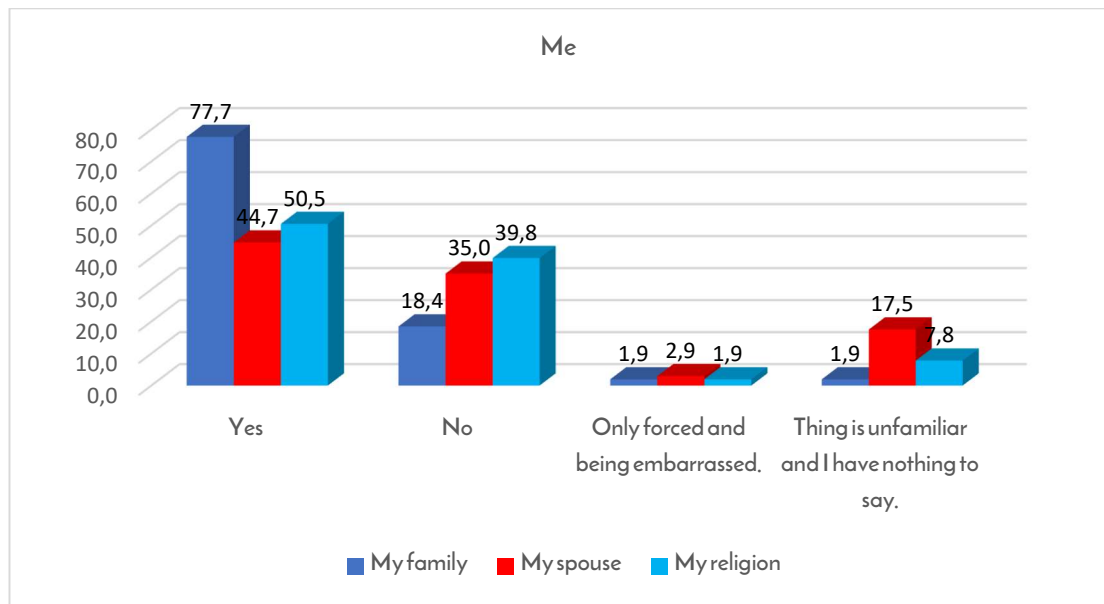
4.4.1 Students' private matters

77.7% of the students spoke freely of their family. 18.4% of the students said they will not speak about their families. These students had a foreign background. (Picture 25.)

44.7% spoke freely of their spouse. 35% said they would not speak about the topic. 17.5% of the students said they did not have experience of this. Common

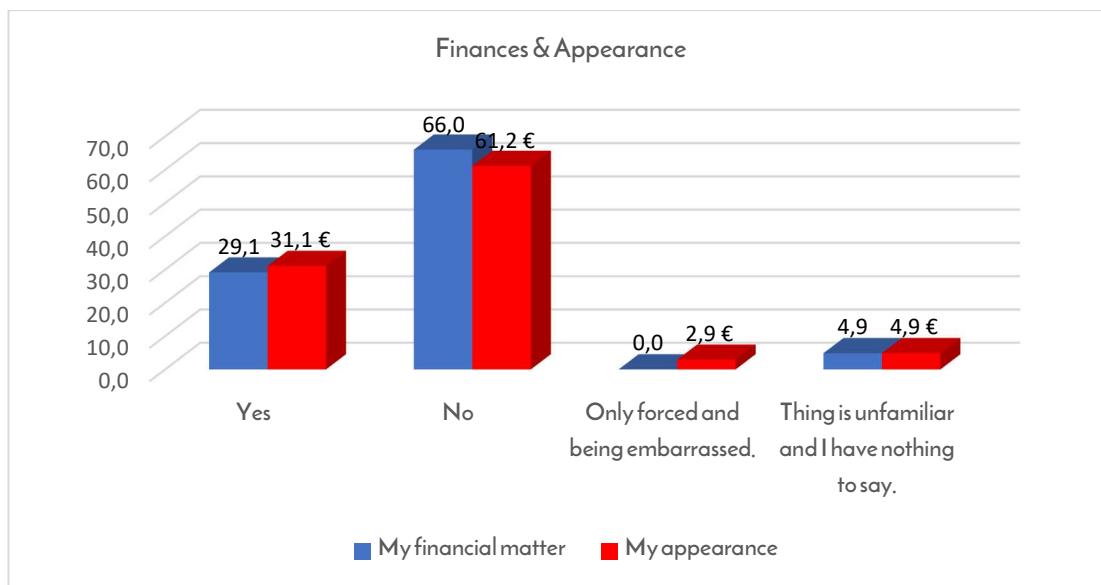
for these students is that they were from a vocational school. They are usually younger students of around 16 to 20 years of age and may not have had experience of longer relationships. (Picture 25.)

50.5% of the students could talk about their religion. Others do not want, or they do not have anything to say. (Picture 25.)



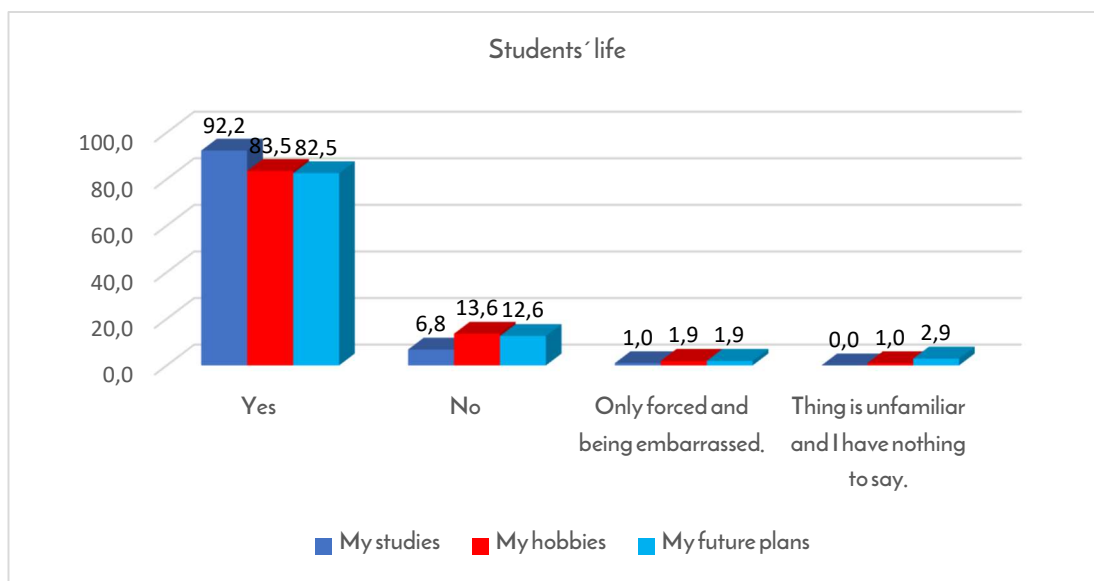
Picture 25. Students are happy to discuss their family, spouse, and religion.

29.1% of the students are willing to talk about their financial matters. 31.1% can talk about their appearance. (Picture 26.) All these students were men, and they were studying in Swedish or in English.



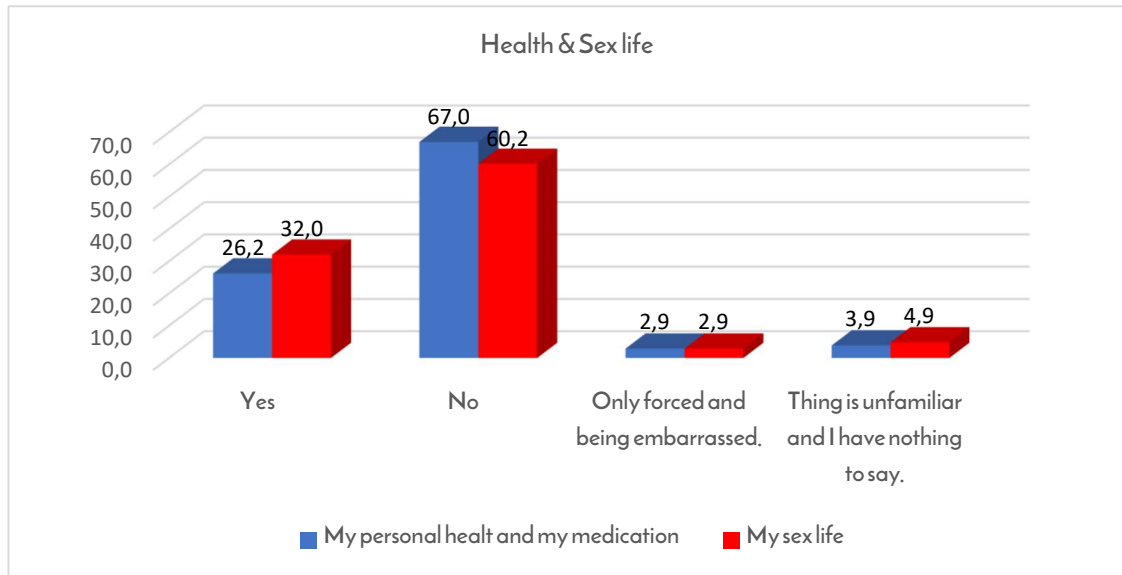
Picture 26. Students are happy to discuss their financial matter and appearance.

Most of the students are happy and willing to discuss their studies, hobbies, or the future. 6.8% are not willing to discuss their studies. All these students were foreign students or had family background aboard. 13.6% of the students who were not interested in talking about their hobbies, they were a very mixed group of students. 12.6% of the students who did not want to talk about their plans were either students in the preliminary stages of their studies or women at the end of their studies or already graduated. (Picture 27.)



Picture 27. Students are happy to discuss their studies, hobbies, and future.

26.2% of male students are open for discussions about their personal health and medical discussion. 32% of male students were happy to talk about their sex life. (Picture 28.) This shows that in general, students and especially female students are not happy to talk about their health issues or their sex life with others.

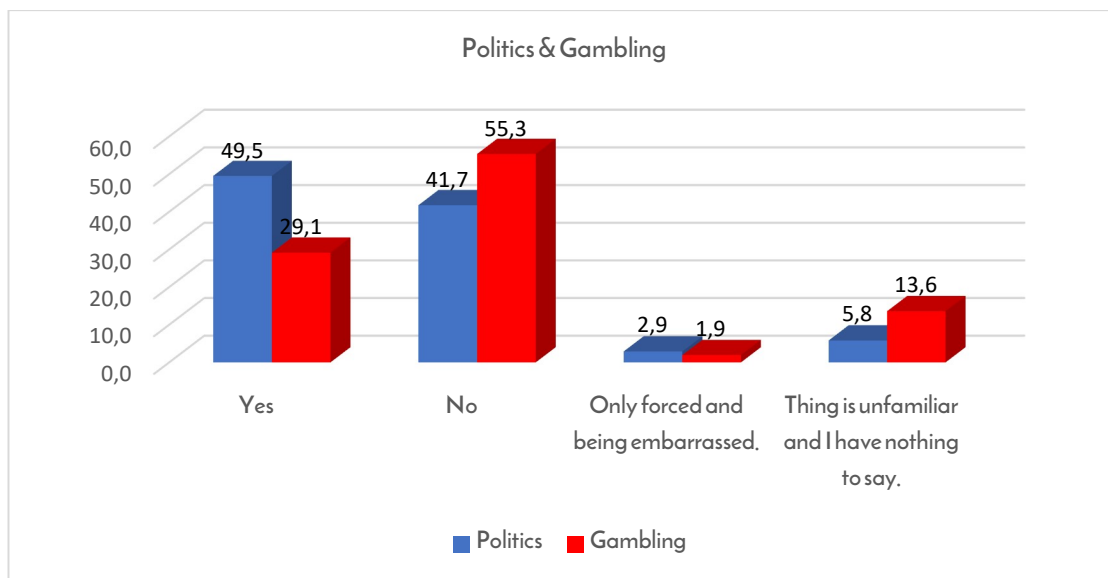


Picture 28. Students are happy to discuss their personal health and medication and sex life.

4.4.2 General topics of discussion

Half of the students mentioned they can talk politics. (Picture 29.)

13.6% of the students' said gambling is unfamiliar to them. They were mostly female or foreign students. (Picture 29.) Those students who said politics or gambling was a familiar topic to them represented students from all groups.

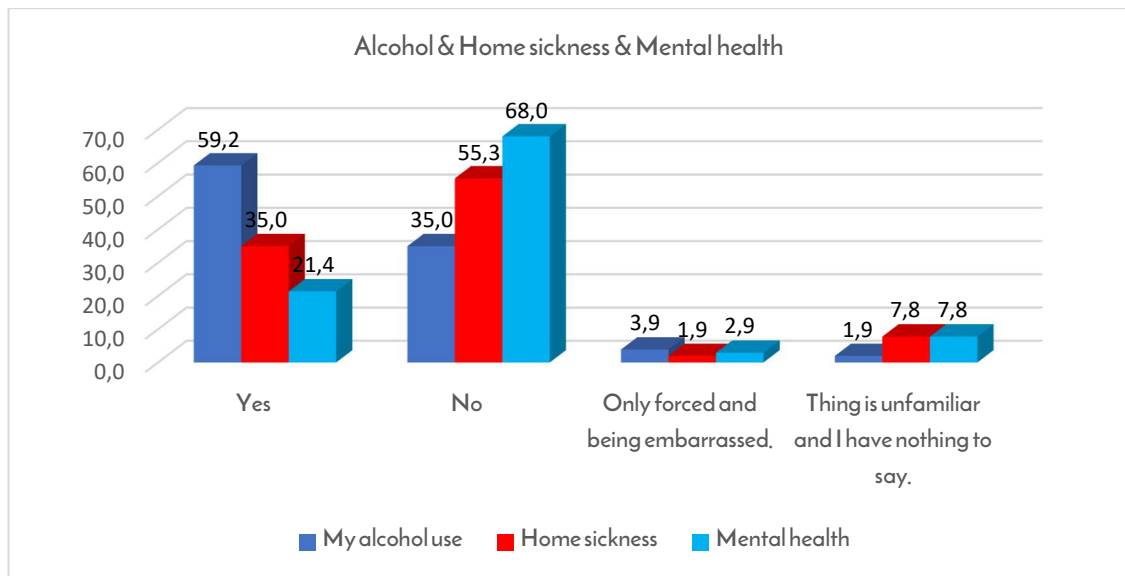


Picture 29. Students are happy to discuss of politics and gambling.

59% of the students were able to talk about their own alcohol use with others. This student group could not be named. (Picture 30.)

35% of the students can talk about the home sickness. As a rule, they were women and students who had a longer experience from the sea. 7.8% of male students said home sickness is unfamiliar for them. (Picture 30.)

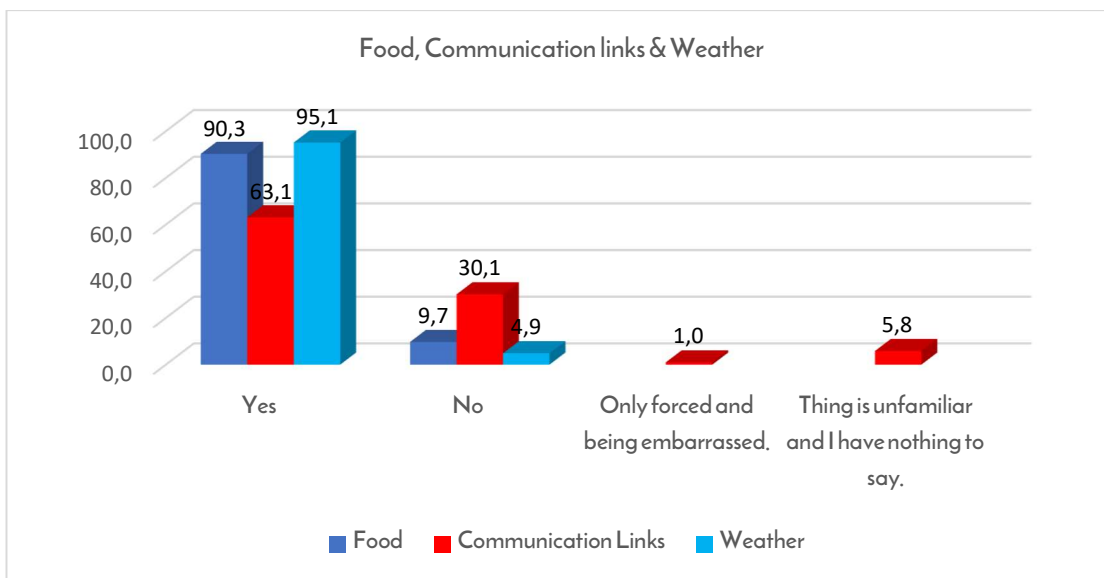
21.4% of the students said they are happy to talk about mental health issues. All those students had lived in other countries. 7.8% of the students said mental health issues are unfamiliar for them. All of them were studying in Swedish. (Picture 30.)



Picture 30. Students are happy to discuss about alcohol, home sickness and mental health.

The following topics were an introduction to “making a small conversation” with other crew members. In general, food, telecommunications and weather are topics which students find easy to discuss. (Picture 31.) Few students have a personal barrier or a lack of interest in those topics and therefore did not feel the need to discuss the topic.

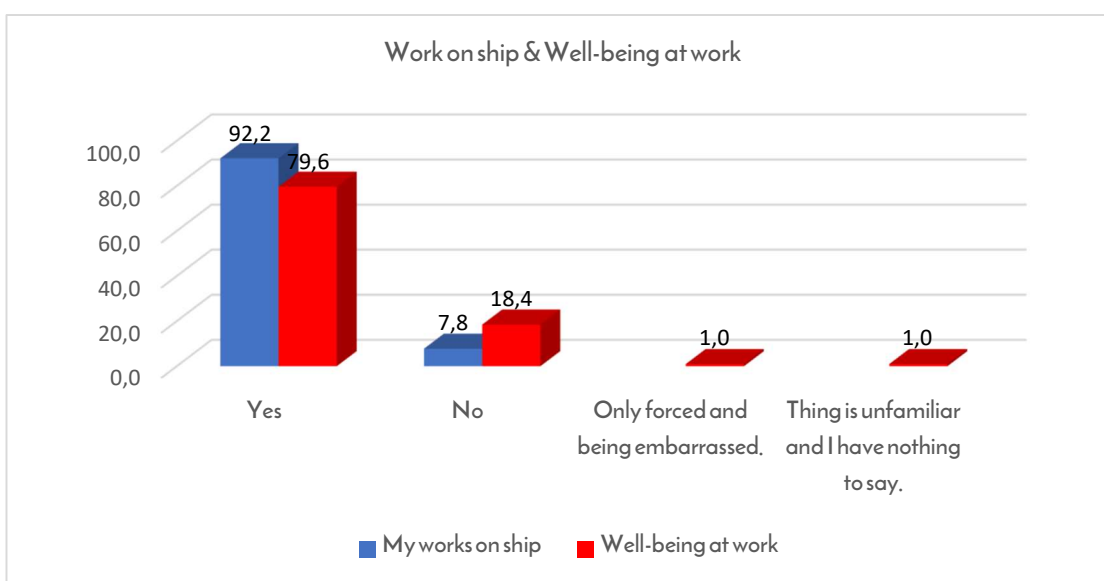
It was a surprise that 30.1% of vocational school students did not want to talk about telecommunications, they also had less than four months of maritime service. Those students (5.8%) who replied that they had no knowledge of telecommunications were also students who had been onboard for less than four months. (Picture 31.)



Picture 31. Students are happy to discuss about food, communication links and weather.

One may think that it was natural for students to discuss their own work onboard. This is how 92.2% of the students thought about this. However, 7.8% of male students were reluctant to talk about their own work on the ship with other crew members, they all had foreign background. (Picture 32.)

Well-being at work is something that affects everyone. However, Picture 32. shows that 18.4% of the students did not want to discuss well-being at work, all studied in Finnish or English at the university of applied sciences.



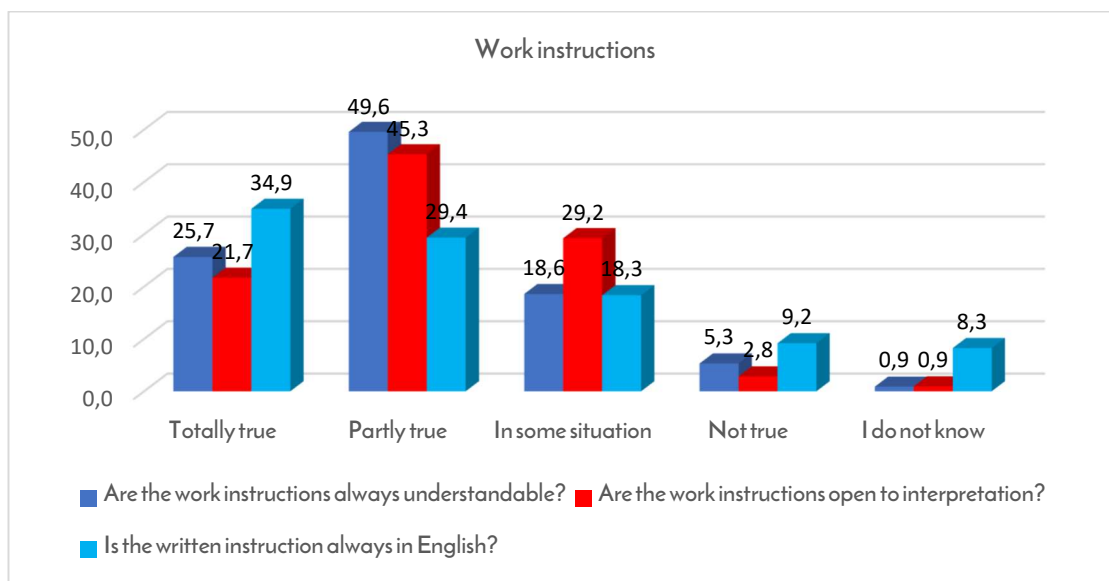
Picture 32. Students are happy to discuss about their own work on ship and well-being a work.

4.5 Work Guidance

The aim was to find out how clearly work supervision has been managed in multinational work environments. Is it possible for crews to always use one working language and with sufficient clarity?

4.5.1 Work instructions

The scatter of these responses clearly tells that each ship is its own unit. The needs for work instruction are different, depending on which department of the ship the student is working in. However, the students have clearly shown in their answers that the work instructions are not always clear and there is room for interpretation. (Picture 33.)

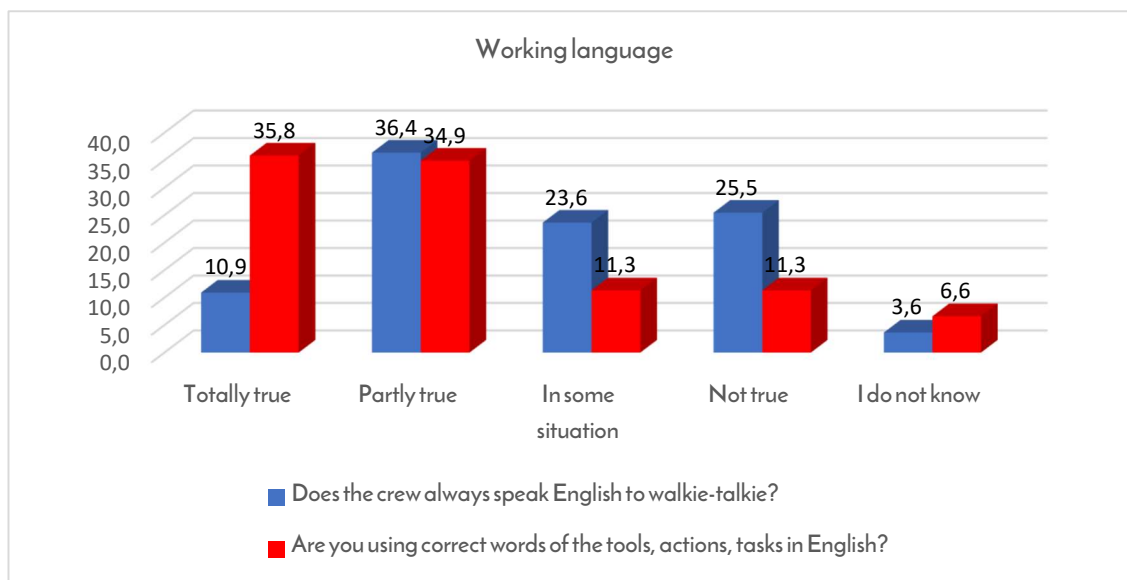


Picture 33. The students' opinions of work instructions.

4.5.2 Working language

Does the crew always speak English when using a walkie-talkie? Only 10.9% of the students said this was true. These students had been onboard less than four months. Those students (25.5%) who said this not true had been onboard for at least five to eight months or more, during which time they had gained experience from several ships. (Picture 34.)

35.8% of the students reported that they used the correct English names and topics for the tools and tasks. These students said that English is their native language, or their English language skills are excellent. 11.3% of students answered that they do not use the right terms for work issues. These students were mostly women. (Picture 34.)



Picture 34. How well English is used in work situations.

4.6 Multicultural crew

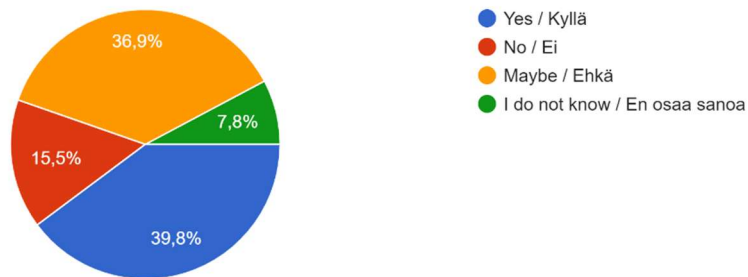
The last section dealt with what students' thoughts about the future. Do they want to continue working as part of multinational crews?

4.6.1 Education at school

Most students have a cheerful outlook towards further education in multiculturalism. (Picture 35.) 39.8% answered "yes" and 36.9% "maybe" to further education. Only 15.5% of male students had a negative view of more education on multiculturalism. 7.8% of male students did not have a clear wish about the need for more education. 76.7% of students would like to have more education on multiculturalism in the future. This should be given special consideration in maritime educational institutions in Finland.

15. Should there be more familiarity with multiculturalism at maritime education? / Tulisiko merenkulun koulutuksessa perehdyttää enemmän monikulttuurisuuteen?

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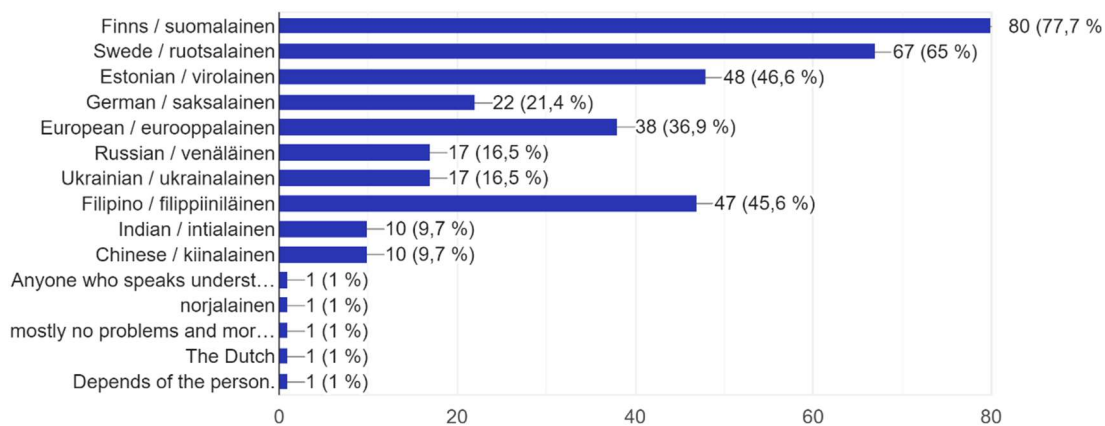
Picture 35. The need for more education on multiculturalism in maritime institutes.

4.6.2 Future colleagues

Students were asked which nationalities in crew members they find easiest to work with. On the average, students wished for 3,5 different nationalities as their co-workers. According to the survey, the most wanted future colleagues are Finns or Swedes. This is understandable because of the common language and cultural background. The students are already well accustomed to Estonians and Philippines, so they could see themselves in the same crew with them in the future. European co-workers were the most sought after. Only few hoped that their colleagues to be Russians, Ukrainians, Chinese or Indians. Those students had sailed with these nationalities before. (Picture 36.)

16. Which country crew members would you find easiest to work with? (Multiple options) / Minkä maalaisten miehistön jäsenten kanssa sinun olisi helpointa työskennellä? (useita vaihtoehtoja)

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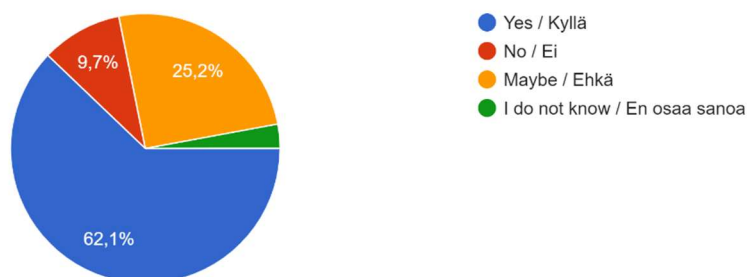
Picture 36. The most wanted colleagues.

4.6.3 Sailing with multinational crew

The students were also asked if they wanted to continue working as part of a multinational crew. 62.1% replied “yes” and 25.2% “maybe.” The majority were halfway through their studies. That is, the students had been onboard for a maximum of eight months. 9.7% who answered “no,” were male students studying either in Finnish or in Swedish. (Picture 37.)

17. Would you like to work in the future as part of a multinational crew? / Haluaisitko tulevaisuudessa työskennellä osana monikansallista miehistöä?

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Picture 37. Students' thoughts of working as a part of multinational crews in future.

4.6.4 Positive or negative feedback from multinational crews

Students responded to this with brief comments or real-life experiences based on emotional experiences.

There was a vast number of comments about language skills. The lack of language skills had caused misunderstandings, close calls, and deficiencies in occupational safety, and frustrated students. The differences in pronunciation in English has been tricky for several students. There is a desire for more practical teaching already in schools. Students have had to be interpreters between Finnish and foreign crews because the language skills of older Finnish sailors have been deficient. Students preferred simple instruction to make sure everyone understood them correctly and left no room for interpretation. The poor language skills of the crews will reflect in the totality and especially in the students' ability to learn during onboard training.

Integration into the crew is tricky when everyone only speaks their own language. Usually, crew is divided into Europeans and Asians, especially in leisure time. The passion of Philippines for singing karaoke in their spare time had initially amazed Finnish students.

An unfortunate number of students mentioned problems where older bosuns have treated students negatively or in a racist manner or underestimated or ignoring them. This targets especially female or exchange students.

Philippine have a quite different culture and way of working than Europeans. The students hoped to know about these in advance so that they could better relate and not be amazed. The education system of Philippines is different from that of Finns. Sometimes Philippine are indifferent to students, and they do not want give students advice or allow them to do anything. The students wondered if this is a cultural difference or could shipping companies address this by training or urging the crew to teach each other.

Students commented that it would be good to know more about what sayings, hand signs, and body language mean in different countries so that no one would be offended accidentally or lose face because of neglect or ignorance.

As far as religion is concerned, the Estonians and Russians do not care about religion while for the Philippines religion is important. This is the cause of conflicts when people do not listen to one another and do not want to understand.

Individual foreign crew members had shown hugely different sexual behaviours. Students said it was confusing and different compared to what they were used to in Finland. Just because their spouse is in their home country, they cannot target their molesting toward students. The crew have recommended that female students keep their cabin doors always locked and avoid going to the sauna alone. There have been situations when female students have received sexual propositions, and they have been offered money for sex. Three students wrote about sexual abuse. Two of them were boys from a vocational school, and one was a woman from a university of applied sciences.

Younger students had mentioned it in informal comments that it was embarrassing to hear the crew members' sexual relationship inside the ship or about their sexual orientation during introductory briefing about ship life.

5 CONCLUSION

5.1 The conclusion of the study in general

Based on the survey, there is clearly a need for more training for seafarers in a multicultural work environment. Each shipping company should focus on preparing its own orientation materials for multicultural crews. By this I mean all employees, not just officers or seafarers outside the EU. Likewise, educational institutions need to increase students' understanding of the kind of workplace they will work in the future. The learning material, which is now available for working in a multicultural environment on ships, should explicitly be expanded on and deepened and brought into the maritime education system in Finland. "The ship is an abnormal and extreme place to live, and it is almost impossible to find a benchmark elsewhere. The social relations of the ship are extraordinary, since the seafarer lives for prolonged periods in a small and closed community, a deviant reality." as Laine states (Laine, 2020, p. 121). This issue should be better considered in the overall perspective of seafarers.

The development of crew competence and continuous training are not only competitive assets but also important means of engagement. Passing on skills to new members of the work community, such as apprentices, is part of equal participation and guaranteeing opportunities for everyone. It is necessary to share the principles of operation and operating cultures that have been found to be good to maritime students as well. (Yli-Kaitala et al., 2013, part 5.) This should be self-evident in a functioning work community that includes apprentices, and this should be implemented as an operating method for the entire crew, regardless of cultural background.

5.2 Proposals for making students' life easier during their onboard training.

There are already well-made basic materials for the general introduction of students to ship training. These materials should be actively updated and maintained. In my opinion, Apprentice Mill could possibly be the right entity for

maintaining and distributing materials before the students' guided ship training. In this case, shipping companies would also know what kind of material is distributed to students.

The short material on multiculturalism, which has been prepared based on this research, is very narrow. (Appendix 2). It could be expanded and researched later whether the prepared material was useful for students or ships' crews. Has the material been helpful to the students when working in a multicultural work environment?

Students who have closer connections and experience in dealing with foreigners could be studied more closely. These students had a foreign background or were foreigners themselves, or the students had lived in another country for a longer period.

Maritime educational institutions should develop a deeper training program on multiculturalism and how a multicultural work environment affects daily work onboard. You meet very different people and cultures on ships and in ports. In my opinion, the understanding of international relations in ship work should be expanded on and deepened.

5.3 Subject for further research

If schools increase the amount of education on multinationals and share information about onboard training to a greater extent, possibly more students will stay in the maritime sector. Of course, this issue was not directly investigated in this study, and it could possibly be one of the following subjects. However, there has been debates on this matter. Säteri from Apprentice Mill has written: "The quality and success of onboard training affect students' perceptions of maritime work, and thus the entire sector and the availability of labour. An interesting and well-directed training provides a good basis and is a condition for a qualified workforce. Successful training during studies is extremely important for the trainee. If there is negative experience of training, there is a risk that

the student will not return to the sea after completing his or her degree or even stop studying entirely.” (Säteri, 2022) Training on multiculturalism for shipowners would certainly improve management on ships. As a result, accidents, close calls, and in particular misunderstandings, could possibly be avoided. On the other hand, this would increase well-being at work, the commitment and comfort of employees as well as the ability to cope at work, thus making it easier for trainees to receive more motivation to work in ships.

My proposal for further research is to study student's familiarization to multinational crews and their attitudes before and after onboard training, how the guidance affect their experience. My general research gives basic information for several future pieces of research on, for example, female maritime students' employment, how to develop an equal working environment on ships. Or how multicultural crews have been trained to work together and what changes have been made to corporate culture as a result.

5.4 Comments of the research

The most important thing to note is that there are many different nationalities on the ships, and this affects the overall work environment. In the research, the students listed the five countries from which there had been the most crew members. They were the Philippines, Estonia, Sweden, Russia, and Ukraine.

Each person should always be met as an individual, even though a person is often labelled as belonging to a certain group based on, for example, his/her nationality or language skills. These five nationalities were the most mentioned by the students and all of them have many different general characteristics and language groups. It should be remembered that more than 100 languages are spoken in the Philippines. Their common language is Tagalog, but not everyone knows it. On the ships, the common language of the Philippine is English, which is the school language, with varying levels of competence. (Ala-Pöllänen, 2017, pp. 162-163) Therefore, we should not equate Philippine seamen to the same language group. Swedes are used to participating in the

planning of things and discussing in long work meetings and negotiating earnestly before making any actual decisions. Swedes try to avoid real conflicts and to resolve them through discussion. These are very typical aspects of the Swedish working culture where the boss can be a co-worker and thus aim to dismantle the hierarchy. (Westerlund, n.d.) This, on the other hand, can be very foreign in Asian cultures. Laine mentions in her thesis: "The Swedish captain could boil his coffee on the bridge without lowering his value, while the Burmese deck officer could not do it without loss of his face." (Laine, 2015, p. 117) For Estonians, the main motivation for work is often pay rather than commitment to the workplace. (Ainasaar et al., 2020) You should not make a generalization of all Estonians, but you must know the age of a person and under what circumstances they have spent their childhood and youth. The older Estonians are still burdened with the Soviet era and the education gained from it. The younger generation has spent time in a gaining independent Estonia or in an already independent Estonia. (Kööts-Ausmees, 2019) The history of Estonia must be known to better understand the values of people, the same applies to other former Soviet countries such as the Ukrainians. Russia is such a big country that it can accommodate a huge number of different people from different cultures as well as language groups and religions. You must know the Russian political and cultural background to be able to discuss issues with them equally. In picture 36, the students answered which country they would like to have colleagues from in the future. This is where the "easiness" of colleagues from their cultural background and the general situation in the world.

5.4.1 Familiarization

During orientation, the introduction of colleagues was incomplete or not done at all. Equality was not realized here for the students. It is difficult for students to become part of the crew if they are not even introduced to other crew members. (Picture 12).

The meeting of cultures can be promoted with two-way familiarization. It means that the working community is also prepared for multiculturalism. In the

familiarization, we discuss encountering and accepting differences and try to break down prejudices. Getting to know each other is always important when a new employee starts at the workplace, even if he is only an apprentice. The more the employees talk about themselves and, on the other hand, learn about the new employee's or intern's cultural background, previous work career and experiences, the more likely they find a common understanding. The more you know about another crew members, the easier it is to perform in everyday work tasks and to learn from a more experienced person when internal trust is built. This is how the Multicultural Workplace book guides you. (Yli-Kaitala et al., 2013, pp. 56-57.) I often experienced in my own onboard training that the crews did not know and did not necessarily even want to know each other properly. The reason for this was usually different cultural backgrounds, insufficient language skills or a tight hierarchy. Ala-Pöllänen writes: "Mixed crewing rather strengthened the hierarchical differences in the ship's community than reduced them." (Ala-Pöllänen, 2017, p. 106)

Creating a clear familiarization program and instructions for students per ship would certainly be necessary. Lahti received positive feedback from his thesis: The manual for Finnfellow deck crew (Lahti, 2021). He had created a specific training manual for new deck crew, apprentices, and officers on the ship Finnfellow. There should certainly be more similar guides on the ships where the students go for onboard training so that the basic ship specific work routines become clear. There would be a need for a routine familiarization tour with the ship and not only for safety issues because every ship has its own customs and specialties, and these should also be introduced to the students. Shipping companies should invest in creating orientation materials and train their crews to create them.

5.4.2 Attitudes

My research shows that there is a need to improve attitudes and language. (Picture 18.) The use of language between the crew is not always appropriate and respectful. (Picture 20.) Sometimes crews did not even bother to talk to

female or foreign students. (Picture 21.) The same group of students felt themselves most outsiders onboard. (Picture 19.) The students who were able to fluently understand interaction between the crew, felt more that language was inappropriate and discriminatory. (Picture 24.) Good language skills and a correct way of using the language play an important role in the work community. Language skills can even determine an employee's position in the work community. They will help you manage. The lack of language skills, on the other hand, can make the speaker seem foolish and strange, and the listener does not even give him the opportunity to clarify things, because he himself becomes nervous and is distressed by the other person's lack of language skills. Some students were obviously intermediaries in precisely such situations, where the language skills of the parties and the ability to understand each other were at different levels. The students tried to correct misunderstandings or simply to clarify the situation by using their own good language skills. Finns are often used to think and communicate in the so-called common sense. Common sense does not mean the same common sense throughout the world. A Finn can leave things unsaid because we take them for granted. In other parts of the world, common sense is close to good manners and consideration of others, polite queueing, and taking turns. In some parts of the world, according to common sense, people take care of their own rights and take the best that they can get. Elsewhere, it is considered common sense to secure one's rights and the survival of children by bribing the army, police, and health authorities. In many different cultures, rumours and gossip are considered to provide essential background information, so-called common sense. On the other hand, Finns are not used to such a world of values, and it affects attitudes and communication on a negative level. (Tahvonen, 2014, pp. 90-128.)

If two people with poor language skills communicate with each other, the risk of misunderstandings will increase. This can lead to very serious situations, especially if the terminology and communication is not clear to all parties. Misunderstanding is the worst thing that can happen to an employee if it leads to a loss of face. In many cultures losing face is a completely irreplaceable situation and returning to normal intercommunication with the person after the situation may be very difficult.

Management by yelling was problem behaviour that some students encountered on the ship. (Picture 23.) It was followed by belittling in front of other employees. In many cultures, this kind of behaviour leads precisely to the loss of face and submission. This kind of management culture is not acceptable any longer. (Tahvonen, 2014, pp. 86-89.)

In the study, 15% of the students replied that ships did not meet the objective of parity between sexes and equality. (Picture 24.) Ala-Pöllänen (Ala-Pöllänen, 2017, pp. 177-194) said in her doctoral thesis that many shipowners and Finnish crew members are happy to communicate only with domestic crew members, and foreign crew members are clearly bypassed from direct contact. One of the reasons is that it is easier to use your own language, and another one is the old-fashioned thinking that merely the Finnish way of working is correct.

Equality does not exist on ships for many reasons, and one of the most common reasons are that non-EU crew members have different salaries, occupational health care, length of work and one-time employment relationship with EU nationals. (Ala-Pöllänen, 2017, p. 201) Some of the ships still have separate mess rooms for EU crew and non-EU-crew. That means mostly Philipines. This is justified by the fact that; it is easier to talk and keep team spirit high. (Ala-Pöllänen, 2017, pp. 106-107)

Of course, students themselves can have attitude problems towards onboard training, which reflects, for example, in the crew's indifference towards them. This matter should be clarified with a separate study, both from the students' point of view and from the ship crews' side. It is problematic if students have received too little information before the onboard training and therefore students' expectations for onboard training can be hugely different from the reality, like Tuovila has mentioned in his thesis. Tuovila has encouraged further studies should be conducted on this topic. (Tuovila, 2018, p. 34-38) Students need more up-to-date and realistic information about living and working on ships.

In Finland, the Equality Act (Non-Discrimination Act 1325/2014) is used in working life. According to the law, no one must be put at a disadvantage or have negative consequences at the workplace. Since 1986, Finland has had a law on equality between women and men (Equality between Women and Men 609/1986). The purpose of this law is to prevent gender-based discrimination and to promote equality between women and men and to improve the status of women, especially in working life. As my research shows, these principles are still not realized in all areas in Finnish merchant shipping in the 2020s.

5.4.3 Communication

The survey asked students about how different topics are discussed with other crew members. The ship is a close working community where we often talk about both joys and sorrows. On ships with multinational crews, there should be sought an equal situation where no one has a so-called "home ground advantage". Many everyday chores and interactions can help you get to know other crew members and their ways. In this way, both sides can learn from each other's habits. Multicultural crews require continuous improvisation, reconciliation, and adaptation from all crew members. A particularly important role has the master of the vessel, who determines the 'management culture' of the vessel. (Ala-Pöllänen, 2017, pp. 197-198.)

Luukka writes in his book: *Company culture is king: what, why, how?* (Luukka, 2019, pp. 118-127.) that every employee on the ship is an individual and as such he wants to be met and managed. The strongest and weakest link in an organization is always the individual. Man comes to work as a psychophysical entity, and he cannot leave his joys and sorrows outside the ship. This means that it is important for the student to see that the ship would choose an organization with employee insight. This would mean that employee insight understanding is an individual-oriented way of understanding motivation, well-being, and commitment factors in the organization.

Europeans generally only talk with good friends about politics, family relationships, salary, health, and their property. Religion and social class are generally also sensitive issues. Generally safe topics to talk about are the weather, environment, transport, sport, food, nature, and current events. The easiest way to get to know another person is to ask more questions about the culture. A good working environment is dominated by respect for people, family and life, tolerance and appreciation of even strange customs and traditions, perhaps a sincere curiosity to hear more about them. We must also learn to answer diplomatically to questions that seem surprising or even unreal. (Tahvonen, 2014, pp. 182-186) While I was onboard a ship, I was asked how often I grill snakes. I thought about the answer for a moment and then said: " In Finland there are only two species of snakes. One of them is a protected species and the other one is a venomous snake." I also said: "Half of the year, snakes are in hibernation, and we are not able to see them at all." The asker was pleased with my answer. I did not have to take any stand on whether I liked eating snakes or not. The asker noticed that the local conditions were different and eating of snakes was not part of my culture.

In general, in discussions the students followed a very "European" line of topics which were easy to discuss. However, a few topics the students' answers divided their opinions. These were homesickness, sex, and alcohol use. The Philippine sailors speak openly of their homesickness and longing for the family during their long assignments. They try to alleviate homesickness with their karaoke nights and spending free time with colleagues. Homesickness can cause stress and fatigue, which in turn weakens concentration and alertness. (Ala-Pöllänen, 2017, pp. 181-185.) It was easier for men to talk about sex, because on the ships we still usually live in a more traditional men 's world. The MeToo movement has slightly changed attitudes and will hopefully change them more in the future as well. You may still find traditional "girl calendars" on the walls of the workplace. In comments, a few female students reported situations where they had been urged to keep the cabin door always locked. Female students also mentioned unnecessary and disturbing touching during working duty. There even were situations where money or equivalent was offered for the possibility of sexual contact. Vedenpää wrote in her master's

theses (Vedenpää, 2019, pp. 51-53.) that women are likely to experience chauvinism, female hatred, and sexual harassment on Finnish ships. This has made it difficult for women to work on ships. The situation has improved over the decades. The women seafarers have often created armour for themselves and ensured by their own behaviour that they deserve their status. Younger male students mentioned in free comments that it had been confusing to listen to stories of Philippines penis stones (bolitas) and experiences of brothels. History has known the bolitas since the 16th century and it has been popular among men from the Philippines and Borneo. It is said that the bolitas is a "secret weapon" of Filipino small sailors, and it will increase their dignity, especially among women in different ports. These little balls (bolitas) are meant to enhance sexual pleasure for prostitutes and other women they come across in port cities. (Jacobs, 2013) In Asian culture, talking about sex can often be as commonplace as talking about eating and drinking. (Remes, 1997, p.104). This is one of the topics which could be studied more.

5.4.4 Work Guidance

"In Western working life, individuality, initiative, speed of reaction and activity are valued. In Eastern countries, respect for authorities and hierarchies, consideration, calmness and patience are seen as more valuable." (Tahvonen, 2014, p. 68). This is why, I asked how the students had experienced work guidance during their onboard training. My purpose was to find out whether the work instructions were given to the students clearly and comprehensively enough. The purpose of the guidelines is to avoid close-call, dangerous situations and to teach students to do their work according to good working practice. Giving work instructions to the entire crew in the ship's official working language varied greatly. (Pictures 33-34) This can cause a hazardous situation if the crew does not understand what the content of the message or guideline is. Instructions must be given always in the ship's official language in both the oral and written form. The students answered that it varied a lot depending on the ship, the situations, and tasks in work instructions and the work language. Based on the students' answers, work instructions and common working

language should be improved upon on different ships and shipping companies. I did not ask the students how well the closed loop communication works in bridge or inner radio communication. However, Luosma has written in his thesis about the close loop communication problematics in Finnish vessels. There are situations where the crew is using their own mother tongue to walkie-talkie; for example, when mooring the ship. That is a situation where everyone should be aware of what happens, and closed loop communication should work. (Luosma, 2021, p.28) Ala-Pöllönen mentioned several times the same problem in her doctoral thesis (Ala-Pöllänen, 2017). The working language and especially the used inner walkie-talkie language is not necessarily the ship's official language. "In different cultures, regulations and prohibitions as well as indicative guidance and fewer binding recommendations are expressed in different ways," instructs Tahvonen (Tahvonen, 2014, p.173). This means that the working instructions should be in line with the fact that none of the listeners found themselves in a situation where, due to lack of language skills or because of the negativity or for the purpose of ordering of instructions, they would end up in situations where they would lose face. "In many cultures, this kind of action is precisely the loss of face and subjugation, which in any case no longer belongs to today's management culture. Loss of face can be caused by either unintentional or intentional offended, emphasizing a mistake or failure, getting angry and losing one's temper, violating values or betraying trust." instructs Nieminen in her book *Multicultural customer work* (Nieminen, 2014, pp. 178-179.) and continues, that especially in Asia and other countries with strong communal cultures, the loss of face is emphatically shameful. The loss of face is a matter of self - respect and respect for others. Asians feel that being outspoken means rudeness and rough behaviour. An Asian often after losing face does not openly complain about the situation but ignores the matter completely. In international shipping, a collection of standard maritime phrases has been prepared, which at least the deck crew should know how to use. (*IMO Standard Marine Communication Phrases*, 2001) This is intended to avoid fundamental errors and to communicate correctly especially regarding safety.

There are cultural differences that can arise from the words "no" or "good". There could be a situation when it is more polite to answer in an indirect way

then saying “no” directly. In some Asian cultures, it is impossible to answer directly “no” to a of the questions even the correct answer is “no”. (Luosma, 2021, p.23) For Finns, “good” is word-for-word good or at least sufficient. In America the meaning of the word good is just acceptable. (Tahvonen, 2014, p. 172) These words are generally used in daily life, and it may take time before you understand why the other person with different cultural background always answers in a bit of an odd way.

70% of the students answered that they had used the correct English terms and phrases of the tools and various work tasks. (Picture 34). These students tried to use the right terminology in work situations, which gives the right direction to future seafarers. This clearly gives hope for the future generation of shipping and their language skills.

For example, I was in a situation on ship, where a crew member did not know the correct words for the electrical tools. He used sound effects and hands to explain the tools. It was somehow possible to understand him in those specific situations when I had eye contact with him, but had I not been able to see the person, or had it been an emergency, the situation would have been much more difficult. In other words, the crew member had been on the ship for years but for some reason he was not willing to increase his vocabulary.

5.4.5 Multicultural crew

The students were very positive and open to working with foreigners in the future. (Picture 37.) However, 77% of the students wished more multicultural education would be increased in schools. (Picture 35.) This means that students clearly need more knowledge of multiculturalism and working in a multicultural working environment in the future. The students mostly want to have colleagues from Sweden, Estonia, and the Philippines, as well as from other parts of Europe. The Philippines describes themselves as adaptable and self-sacrificed to support their families. (Ala-Pöllänen, 2017, p. 221) Sweden and Estonia are our neighbouring nations and people are accustomed to the

northern European climate. However, cultural backgrounds are different, but certainly many students felt it is easier to work with these nations because geographically the countries are closer together, societies are rather similar and educational levels are high. There are clear differences in daily working life. In general, it can be said that Swedes often want to negotiate issues in meetings calmly and want to find a common solution with satisfaction for everyone. On the other hand, Estonians often make decisions and act quickly. The Finns are something in between. It must be remembered, however, that all these nations do not necessarily have a common sense of humour, similar Christmas dishes or uniform positions on equality issues, or the same work-life balance.

I think it would be important to offer added studies on multicultural working life for students. The things that should be considered when working in a multicultural crew. A multicultural work environment demands much more, especially from crew members in a supervisory position. Multiculturalism is a burden on both managers and the entire working community. The management of a multicultural crew requires training and takes time from other tasks. Of course, good language skills help a lot in this so that it is easier to deal with practical matters. Managerial work requires two-way orientation, which means that you must know how to talk about your own culture and operating methods as well as know how to take responsibility for the other party's corresponding issues, especially when working on a ship, which is no-man's land. The common rules and operating methods of a multicultural workplace are compromises that must not forget legislation, occupational well-being, occupational safety and especially interaction or equality, disturbance, and discrimination. (Tahvonen, 2014, pp. 202-209.) It is a challenge for both schools and shipping companies to decide on how to start training and familiarizing future and existing crew members to work as part of multicultural and multinational crews.

6 FINAL WORDS

Getting to know more about multiculturalism and multinational crews was an interesting journey. At the same time, I had to challenge myself because I see and experience some things differently because I am an expatriate Finn. The students' answers and the interpretation of the results were the most interesting part of the research. In retrospect, I could have framed some questions more broadly or specifically, and thus left less room for interpretation of the topics. Shipping companies should generally pay more attention to the familiarization of students or new employees. Students should receive advanced, more relevant, and up-to-date information about ship work. This information would help students to understand the ship environment better and promote them to safety and well-being at work. Currently, schools transfer responsibility of teaching students to do actual ship work to the ships. Ships must familiarize students to actual ship work. This results from the financial resources of the schools and especially of universities of applied sciences less funds are used for classroom teaching. On the other hand, if ships can give good familiarization to students, it will be easier for students to start working and learning new issues during onboard training. This change must be introduced together with maritime educational institutes and shipping companies. All familiarization no longer requires human resources; it can be done in many ways and beforehand, for example, in writing, video, or educational programs. Multiculturalism is already normal in many workplaces on shore as well as at sea. It just takes time to get familiar with it and to see the possibility of a multinational crew as a successful business model, not just using cheap non-EU labour.

Employees need to familiarize themselves with the working community's working methods and working culture. Each employee is an individual with their own backgrounds and culture. Knowing them will help you to work in a close working community, and in this way working in an equal and communal working environment is easy. Other crew members can be trusted on everyday routines and in crisis situations. The working community is equal, and the working atmosphere is good.

In practice, my research showed that there should be improvement in attitudes in Finnish shipping. I had already experienced this myself, when I was on ships: the shipping world is still conservative and the woman's status in shipping is in no way equal in the 2020s. Many managers do not have good or updated management tools or competence to lead multinational crews.

In my research, the students were divided into basic male students and female and foreign students, as well as into students who had good English language skills. These two divisions were known on most of the attitude questions. In general, attitudes are certainly one of the reasons why students do not find shipping attractive, and students may drop out of studies or change field after graduation. Finland has started to talk about labour shortages in shipping and how to get more students into the industry and make shipping interesting. It requires a lot of cooperation between maritime schools and shipping companies and for the whole maritime cluster. It is finally time to bring the maritime cluster to the modern management and work culture world. Marine schools need to be able to show better what the correct working environment is in ships, is, and shipowners need to show that they are really interested in Finnish students as a workforce. It requires familiarization and training from both managers and employees, as well as changing company cultures to a more open work community that accepts multinational and multicultural crews.

A multicultural working community should be seen as an opportunity, but it also requires new insights and skills from the work community. Students should be trained for this during their studies. Finland needs good and skilled seafarers also in the future.

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APPENDIX 1: SURVEY OF MULTICULTURAL CREW ON FINNISH VESSELS



Osio 1/6

Survey of multicultural crew on Finnish vessels

Survey of multicultural crew on Finnish vessels

I am Ina Sohn-Rajamäki and I am studying in English Sea Captain program in Satakunta University of Applied Sciences in Rauma.

For my thesis, I am doing research in which I find out what kinds of experiences do maritime students and those who have just started their seafarers' careers with multicultural work communities on Finnish ships. Have there been situations where multiculturalism has caused amazement, misunderstandings, or work supervision has remained unclear. Or has multiculturalism been a desirable and positive thing. I mean, by multicultural crew, when there are crew members from outside Finland, such as Estonia, Sweden, Philippines, Russia.

The purpose of this thesis is to create a short guide for maritime students. How would it be easier in the future to adapt, work and understand the multicultural crews on Finnish ships.

Your experiences would be valuable for my research, and I am kindly asking you to answer to 15 multiple-choice questions and 3 statements. Answering will take around 5-10 minutes. The respondent's information will not be disclosed in the results. Answering will be done anonymously.

Thank you very much for participating in the survey of my thesis. Answering time is until Friday 22.4.2022.

Kyselytutkimus monikulttuurisista miehistöistä suomalaisilla aluksilla

Olen Ina Sohn-Rajamäki ja opiskelen englanninkielisellä merikapteeni koulutusohjelmassa Satakunnan ammattikorkeakoulussa Raumalla.

Teen opinnäytetyötäni varten tutkimusta, jossa selvitan, millaisia kokemuksia merenkulkualan opiskelijoilla ja juuri uransa aloittaneilla merenkulkijoilla on ollut monikulttuurisessa työyhteisössä suomalaisilla laivoilla. Onko ollut tilanteita, joissa monikulttuurisuus on herättänyt ihmetystä, väärinymmärryksiä tai työnohjaus on jäänyt epäselväksi. Vai onko monikulttuurisuus ollut toivottava ja myönteinen asia. Tarkoitan monikulttuurisella miehistöllä, kun miehistössä on jäseniä Suomen ulkopuolelta, kuten Virossa, Ruotsista, Filippiineiltä, Venäjältä. Opinnäytetyön ohessa on tarkoituksena laatia lyhyt opas merenkulkualan opiskelijoille. Miten olisi tulevaisuudessa helpompaa sopeutua, työskennellä ja ymmärtää suomalaisten laivojen monikulttuurisia miehistöjä.

Kokemuksesi olisi arvokkaita tutkimukselleni, ja pyydän sinua ystävällisesti vastaamaan 15 monivalintakysymykseen ja 3 avoimeen kysymykseen. Vastaaminen kestää noin 5–10 minuuttia. Vastaajan tietoja ei julkaista tuloksissa. Vastaaminen tapahtuu nimettömänä.

Lämmin kiitos osallistumisestasi opinnäytetyöni kyselyyn. Vastausaika on perjantaihin 22.4.2022 asti.

Foto / Valokuva: Ina Sohn-Rajamäki

Background information / Taustatiedot

1. My gender / Sukupuoleni *

- woman / nainen
- man / mies
- I do not want to say. / En halua sanoa.

2. Your current/previous maritime institution? / Nykyinen/viimeisin merenkulunkoulusi? *

- vocational school / ammattiopisto
- university of applied sciences / ammattikorkeakoulu
- apprenticeship training / oppisopimus

3. Language of your degree programme? / Tutkintosi opetuskieli? *

- Finnish / suomi
- Swedish / ruotsi
- English / englantia

4. How would you describe your English skills? / Miten kuvailisit englannin kielen taitojasi? *

- Mother tongue / äidinkieli
- Expert level / erinomainen taso
- I can communicate at proficient level. I can tell jokes. I can talk about day-to-day things on a general level. / Pystyn kommunikoimaan hyvällä tasolla. Pystyn kertomaan vitsejä. Osaan puhua päivittäisistä asioista yleisellä tasolla.
- I can manage in general way working tasks in English. / Pystyn hoitamaan työasiat yleisellä tasolla englanniksi.
- I speak "rally English". / Puhun "ralli englantia".
- My English is poor, and I need improvement. / Englannin taitoni ovat heikot ja tarvitsen harjoitusta.

5. How long have you done onboard training or working on Finnish ships? / Kuinka pitkään olet ollut laivaharjoittelussa tai työskennellyt suomalaisilla aluksilla? *

- I have not done onboard training yet. / En ole vielä ollut laivoilla työharjoittelussa.
- Less than 4 months / Alle 4 kuukautta
- 5-8 months / 5-8 kuukautta
- 9-12 months / 9-12 kuukautta
- 1-2 years / 1-2 vuotta
- Over 2 years / Yli 2 vuotta

6. Have you worked or being onboard training on ships than have had a multinational crew (nationalities other than Finns)? / Oletko työskennellyt tai ollut harjoittelussa laivoilla, joissa on ollut monikansallinen miehistö (muuta kansallisuuksia kuin suomalaisista)? *

- Yes / Kyllä
- No / Ei

7. If you have worked or being onboard training on ships with multinational crew. What nationalities have these represented? / Jos olet työskennellyt tai olet ollut harjoittelussa laivoilla, jossa on ollut monikansallinen miehistö. Mitä kansallisuuksia nämä ovat edustaneet? *

Oma vastauksesi

8. Do you have foreign friends, relatives? Multiple answers. / Onko sinulla ulkomaalaisia ystäviä, sukulaisia? Useampia vastauksia. *

- I am a foreign student. / Olen ulkomaalainen opiskelija.
- My family comes from abroad. / Minun perheeni tulee ulkomailta.
- My father or mother comes from other country than Finland. / Isäni tai äitini tulee Suomen ulkopuolelta.
- I have/had partner from abroad. / Minulla on/ollut puoliso ulkomailta.
- I have relatives which are living aboard. / Minulla on sukulaisia, jotka asuvat ulkomailla.
- I have boon companion from aboard. / Minulla on sydänystävä ulkomailta.
- I have foreign work or student friends. /Minulla on ulkomaalaisia työ- tai opiskelukavereita.
- I do not know anyone from aboard. / En tunne ketään ulkomaalaisia.

9. Have you lived in other country? Where? / Oletko asunut ulkomailla? Missä? *

Oma vastauksesi

Familiarization to ship / Perehdytys laivaan

Multiple choice questions about familiarization. Respond in your own experience. If you have been on more than one ship, you can answer more options.

Monivalintakysymyksiä perehdyttämisestä. Vastaa oman kokemuksesi mukaan. Jos olet ollut useammalla laivalla, voit vastata useampia vaihtoehtoja.

10. Did you get familiarization on ship/ships? (multiple options) / Saitko perehdyttämisen laivaan/laivoihin? (useita vaihtoehtoja)

	Familiarized. / Perehdytettiin.	Not familiarized. / Ei perehdytetty.	Subject mentioned, but remained unclear./ Aihe mainittiin, mutta jäi epäselväksi.	I asked later from other crew members. / Kysyin myöhemmin muilta miehistön jäseniltä.	I figured it out myself. / Selvitin asian itse.
Safety / Turvallisuus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ship in general / Laiva yleisesti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the crew introduced? / Esiteltiinkö miehistö?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were ship's officers introduced? / Esiteltiinkö päällystö?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ship 's document library (files) / Laiva asiakirjakirjasto (mapit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol and drug policy / Alkoholi- ja huumepolitiikka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work places / Työpisteet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morning briefing place / "Aamupalaveri" paikka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work clothes / Työvaatteet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular mealtimes / Säännölliset ruoka- ajat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Own place in mess / Oma paikka messissä	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laundry + linen / Pesula + liinavaatteet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leisure spending opportunities /Vapaa-ajan viettomahdollisuudet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Was familiarization done (multiple responses)? / Tehtiinkö perehdyttäminen (useita vastauksia)?

- In Finnish or Swedish / suomeksi tai ruotsiksi
- In English / englanniksi
- Written material / Kirjallinen materiaali
- Short films / Lyhyitä filmejä
- By self-studying and filling out a familiarization form. / Itse opiskellen ja täyttämällä perehdytyskaavake.
- Preliminary tasks / Ennakkotehtäviä
- Ship tour / Laivakierros
- No familiarization / Ei perehdytetty

Attitudes / Asenteet

Multiple choice questions of attitudes. Respond with your own experience. If you have been on more than one ship, you can answer more options.

Monivalintakysymyksiä asenteista. Vastaa oman kokemuksesi mukaan. Jos olet ollut useammalla laivalla, voit vastata useampia vaihtoehtoja.

12. Attitudes onboard / Asenteet laivalla *

	Totally true / Pitää täysin paikkaansa	Partly true / Pitää osittain paikkaansa	Not true / Ei pidä paikkaansa	I cannot say - I have not experience. / En osaa sanoa, minulla ei ole kokemusta.
I had been to treat well. / Minua on kohdeltu hyvin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have not been to take to account. / Minua ei ole huomioitu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had been to treat like a princess. / Minua kohdeltiin kuin "prinsessaa."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experienced myself as an outsider. / Olen kokenut itseni ulkopuoliseksi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a tough time adapting to the work environment. / Minun on ollut vaikea sopeutua työympäristöön.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The crew has been to respect equally. / Miehistöä on kunnioitettu tasavertaisesti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All the crew members have spoken to me. / Kaikki miehistön jäsenet ovat puhuneet minulle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Crew have taught
to new things to
me. / Miehistö on
opettanut minulle
uusia asioita.

I got allow to do
different things. /
Minun on annettu
tehdä erilaisia
asioita.

Crew member has
yelled at me. /
Minulle on
huudettu.

I have been
openly berated. /
Minua on
haukuttu
avoimesti.

The crew has
appreciated my
competence. /
Miehistö on
arvostanut
osaamistani.

It has been easy
for me to respect
other crew
members. /
Minun on ollut
helppo
kunnioittaa muita
miehistön jäseniä.

There is equality
and non-
discrimination
between crews. /
Miehistön välillä
on
yhdenvertaisuus
ja
syrjimättömyden
periaate.

Communication / Viestintä

Tell things you are gladly talking with other crew members.
Kerro asioista, joista keskustelelet mielelläsi muiden miehistön jäsenien kanssa.

13. I talk with other crew members about: / Puhun muiden miehistön jäsenten kanssa seuraavista asioista: *

	Yes / Kyllä	No / En	Only forced and being embarrassed / Pakosta ja vaivautuneena	Thing is unfamiliar and I have nothing to say. / Asia on vieras, minulla ei ole mitään sanottavaa.
My family / Perheeni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My spouse / Puolisoni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My region / Uskontoni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My financial matter / Raha-asiani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My appearance / Ulkonäköni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My studies / Opiskeluni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My hobbies / Harrastukseni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My future plans / Tulevaisuuden suunnitelmani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My works on ship / Työskentelyni laivalla	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal health and my medication / Terveystilani ja lääkitykseni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sex life / Seksielämäni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politics / Poliittikka	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gambling / Uhkapelaaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My alkohol use / Alkoholin käyttöni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Home sickness / Koti-ikävä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food / Ruoka	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health issues / Mielenterveysasiat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication links / Tietoliikenneyhteydet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weather / Sää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-being at work / Työhyvinvointi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work Guidance / Työohjeistus

Multiple choice questions about work guidance. Respond with your own experience. If you have been on more than one ship, you can answer more options.

Monivalintakysymyksiä työohjeistuksesta. Vastaa oman kokemuksen mukaan. Jos olet ollut useammalla laivalla, voit vastata useampia vaihtoehtoja.

14. Work guidance / Työohjeistus *

	Totally true / Pitää täysin paikkaansa	Partly true / Pitää osoittain paikkaansa	In some situation / Joissakin tilanteissa	Not true / Ei pidä paikkaansa	I do not know / En osaa sanoa
Are the work instructions always understandable? / Onko annetut työohjeet aina ymmärrettäviä?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the work instructions open to interpretation? / Ovatko työohjeet tulkinnanvaraisia?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the written instruction always in English? / Onko kirjallinen ohjeistus aina englanniksi?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the crew always speak English to walkie-talkie? / Puhuuko miehistö aina englantia radiopuhelimiin?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you using correct words of the tools, actions, tasks in English? / Käytätkö työkaluista, toiminnoista, tehtävistä niiden oikeita englanninkielisiä nimikkeitä?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Multicultural crew / Monikulttuurinen miehistö

15. Should there be more familiarity with multiculturalism at maritime education? *
/ Tulisiko merenkulun koulutuksessa perehdyttää enemmän monikulttuurisuuteen?

- Yes / Kyllä
- No / Ei
- Maybe / Ehkä
- I do not know / En osaa sanoa

16. Which country crew members would you find easiest to work with? (Multiple options) *
/ Minkä maalaisten miehistön jäsenten kanssa sinun olisi helpointa työskennellä? (useita vaihtoehtoja)

- Finns / suomalainen
- Swede / ruotsalainen
- Estonian / virolainen
- German / saksalainen
- European / eurooppalainen
- Russian / venäläinen
- Ukrainian / ukrainalainen
- Filipino / filippiiniläinen
- Indian / intialainen
- Chinese / kiinalainen
- Muu: _____

17. Would you like to work in the future as part of a multinational crew? *
/ Haluaisitko tulevaisuudessa työskennellä osana monikansallista miehistöä?

- Yes / Kyllä
- No / Ei
- Maybe / Ehkä
- I do not know / En osaa sanoa

18. Feel free to share your own good or bad experiences with multinational crew on Finnish ships. / Voit vapaasti jakaa omia hyviä tai huonoja kokemuksiasi monikansallisista miehistöistä suomalaisilla laivoilla.

Oma vastauksesi _____

Thank you for answering the survey! / Kiitoksia vastaamisesta kyselyyn!

APPENDIX 2: SHORT TRAINING MANUAL FOR APPRENTICES ON THE MULTICULTURAL CREWS IN FINNISH VESSELS

I have written this short ten-topic manual for apprentices who are doing their onboard training on a Finnish vessel which has a multicultural crew. The topics were chosen based on my thesis research.

Read this ten-topic guidance with an open mind. Think if you can do something differently or say or do things with more understanding while you do onboard training or work with multicultural crews. This guidance may help you to understand why something is done differently or why someone answers questions in an odd way. It may also help you behave in strange situations.

Cultural awareness

Meeting of different cultures can be promoted with two-way familiarization. It means getting to know the cultural background of both parties. Therefore, talk about your own life and ask about the other one's life. Do not compare things but be open to listening and learning.

In Western working life, individuality, self-initiative, speed of reaction and activity are valued. In Eastern countries, respect for authority figures and hierarchs, consideration, calmness, and patience are seen as more valuable. People often strive to develop those characteristics that are valued in their own culture.

Authorities and hierarchy can be understood in different ways. In some cultures, the given position (for example Asian officer) must be always kept, and lower-ranking tasks cannot be performed. On the other hand, for example Scandinavian masters can do even simple things, e.g., cleaning or making coffee, without losing their competence and respect in hierarchy.

Finns are often used to thinking and communicating in the so-called using common sense. Common sense does not mean the same common sense throughout the world. A Finn can leave things unsaid because we take them for granted. In other parts of the world, common sense is close to good manners and consideration of others, polite queueing, and taking turns. In some parts of the world, according to common sense, people take care of their own rights and take the best they can get. Elsewhere, considered common sense means securing one's rights and survival of children by bribing the army, police, and health authorities. In many different cultures, rumours and gossip are considered to provide essential background information, so-called common sense.

Finns do not greet strangers easily and "small talk" does not work naturally. Many foreigners consider Finns to be timid and shy, perhaps even insecure. Finns' strengths are outspokenness, goal-orientation, reliability, and work-orientation. For many foreigners, these can be intimidating traits and the speaker can sound rude and disrespectful. We could improve our own speech and behaviour styles when we communicate with a person from another culture.

Find out about your colleagues' home countries, culture, history, geography, food, sports, habits, and social backgrounds. Say daily good morning and ask how you are; it will help to build friendships. The more you know about, the less misunderstandings, and conflicts there will be. Misunderstandings are caused by not knowing other people's habits, ways of thinking, ways of expressing oneself, body language, codes of conduct and social values. Be interested in your colleagues and ask, read, and learn!

Situational sensitivity

Supervisors should always be up to date about the situational sensitivity and its requirements. Situational sensitivity means the ability to adapt to the situation in a suitable way. In interaction, most of the messages are conveyed by means other than speech. The tone of voice, facial expressions, and gestures,

also speak about situational sensitivity, which often reveal the true content of the message.

In many cultures, losing face is the worst thing that can happen. Therefore, a one-on-one conversation in a problem situation is the only right option. In Asia and other countries with strong communal cultures, the loss of face is emphatically shameful. The loss of face is a matter of self-respect and respect for others. Asians feel that being outspoken means rudeness and rough behaviour. After losing face an Asian often does not openly complain about the situation but ignores it completely.

In Finland, it is customary to stick to working hours and agreed schedules. If something does not happen within the schedule, you will be informed in suitable time. People from multi-timed cultures may, according to the situation, shuttle from one thing to another and handle several tasks at the same time. The concept of time is relative and unpunctual. This can be a challenge and it should be worked out.

Good advice is to talk with your new colleagues about safe issues, such as weather, environment, transport, sports, food, nature, or current events. Avoid talking about politics and religion, especially in a discriminatory way. Be careful with proverbs, similes, and jokes so that they do not classify or discriminate against anyone. Prepare yourself to answer diplomatically to questions that seem surprising or even unreal.

Nonverbal communication

Remember that people express themselves in diverse ways without words. Nonverbal communication includes facial expressions, eye contacts, gestures, tone of voice and how things are expressed. Nonverbal communication includes actions rather than inactions. Nonverbal communication is also physical closeness and distance, touches, bows, nods, and handshakes. Manners, politeness, thoughtfulness, and interests also belong to this category. With

nonverbal communication one can show respect and care, but equally contempt and indifference. Hand signals can have a different meaning, for example an open palm usually means "stop", it can also mean number five in western countries, but also "Go to hell!" in Greece and Turkey. If you interpret these signals incorrectly, misunderstandings, mistrust or even conflicts may arise.

Language

Even if a common language (usually English between seafarers) is found between employees, it does not mean that the language is used in the same way. For example, the word "good" can have different meanings. For Finns, "good" is word-for-word good or at least sufficient. In America, the meaning of the word good is just acceptable. Similarly, the words "no" or "yes" can mean different things than what you are necessarily used to. There could be a situation when it is more polite to answer in an indirect way than saying "no" directly. In some Asian cultures, it is impossible to answer directly "no" to any question even if the correct answer is "no".

There are situations where both parties know how to speak English, but there are misunderstandings and conflicts between cultures, mainly due to differences in the logic of thinking and the concepts of words. Using demanding terminology is challenging and you must be sure the other person has studied the topic and will be understood.

In diverse cultures, orders and prohibitions, guidelines and fewer binding recommendations are expressed in diverse ways. For this reason, IMO (International maritime organization) has published basic vocabularies for seafarers. They make it easier to say things with correct words rather than have misunderstandings.

If you are not sure, if you understand words or sentences correctly, do not guess-, or assume. Ask again, in slightly different words or sentences. Learn the correct names of tools, machineries and equipment, maritime glossary,

and correct radio communication. Good English skills will help you to survive and make you more professional and credible! Speaking with correct words is also a safety issue. Speak always respectfully and appropriately. Remember that swearing, name-calling, raising one's voice or yelling are not best solutions to solve problems, especially with people from other nations. They may turn against the speaker.

Remember: "Everyone panics in their own language" especially in emergency situations.

Values

People's values can be different. They depend on which part of the world a person has grown up in. Set of values can also be different between generations. Not just cultural background, also the ethnic group, geographical area, environment, democracy, property, degree of education and language skills can affect how people think and act in different situations.

The following things affect people's sets of values, tolerance, justice, truth, goodness, honesty, respect for life and criticality. The importance of an idealized role model is emphasized in people's different sets of values. Similarly, an attitude towards available information (freedom of the press), whether the available information can be criticized and whether its veracity is credible or fabricated or false.

Well-being at work

For Finns well-being at work means; good management, a comfortable and healthy work environment, suitable tasks for employees, an ethically healthy working community, a sense of unity in the workplace, a clear and fair division of labour, an experience of being equal as a part of a working community, as well as the meaningfulness of work and the feeling that one can influence one's work even to some extent.

For workers from different cultures, the term occupational well-being can be different and unclear. What rights and obligations does welfare at work guarantee? Well-being at work means only; that there is work and the salary comes on time. Superiors are supposed to take care of safety issues and give orders that are followed literally and not questioned. Coping and well-being at work can be affected by homesickness and worry about family and loved ones. Is the received salary enough to support the family back home? Contacting family regularly may help to cope at work and for example singing karaoke can ease homesickness. Singing karaoke is a typical way for Asians to express their feelings and to prevent homesickness and missing loved ones.

The socio-economic structure all over the world is not the same, and therefore sometimes you may have to compromise on some things, such as not questioning the welfare of work or the desire to intervene.

Remember, you must not discriminate or harass anyone in work tasks or at the workplace. There is also legislation behind this.

Equality

In Finland, the equality between Women and Men entered into force in 1986. The purpose of the Equality Act in Finland is to prevent gender-based discrimination, to promote equality between women and men and to improve the status of women, especially at workplaces. However, this does not mean that the same idea of equality is valid all over the world and people are treated equally or in the same way. Equality does not only apply to equality between men and women, but also applies to gender minorities, disabled and members of ethnic groups. In other parts of the world, laws, habits, and traditions may vary and they affect people's attitudes even in work life. There are countries where a woman as a leader is not considered credible. Moreover, a man must be well-groomed in appearance to be able to be in a leadership position. Rather a little

sturdier than thin, which shows wealth, i.e., the opportunity to eat well and enjoy life.

Religion

The world is full of different religions and beliefs. In history, most wars were due to power struggles between different religions. Religions have a great influence on values and norms of behaviour, perceptions of good and bad, right, and wrong, appropriate, and inappropriate. Religions bring different traditions to people's lives. These include for example holidays, customs and traditions related to birth and death, as well as establishing a relationship. Religion and outlook on life can also be ways of life without any special holidays or traditions. For some people, it is important to pray before eating, while another wants to decide to pray before resting, and yet another needs his regular daily moments of prayer. Others have religious ideas about life, clothing, family, food or even friendship. Another wants to carry a religious pendant or make a sacred place for oneself. The most important thing is to accept others' religious customs to the extent when they do not disturb or cause hazards at work. Usually in such situations, compromises can be found through negotiation.

In an international work environment, it would be good to know the basics of different religions. More important is to understand and be tolerant towards different religions. It must be possible to talk about religious matters.

Refusal to undress and being naked in front of someone you know can be a result of religion or beliefs, even if you are of the same sex as the person. This is acceptable, for example in sauna shifts.

Touching

There are cultures where it is normal for people to touch each other when meeting each other, to give a kiss or a hug, or touch a shoulder. On the other hand, there are nationalities that strongly keep distance and avoid touching

each other unless there is a formal meeting and need to shake hands. These nationalities that are used to touching each other, giving kisses, or taking closer contact and expressing feelings closely are for example: India, Turkey, France, Italy, Greece, Spain, Middle East, Parts of Asia, and Russia. Then there are countries like, Germany, Japan, UK, USA, Canada, Australia, New Zealand, Estonia, Portugal, Northern Europe, Scandinavia, where people strongly avoid touching each other unless they are good friends, family or loved ones.

Handshake is a common style in connection with initial greeting and when leaving in all business situations and social events in most Western and European countries. How many times to pump hands depends on the country. For example, in Japan and Thailand it is more common to use Wai than handshake.

Unsuited touching is not appropriate and should not be allowed either.

Prejudices

We can all have prejudices against strangers. We may have heard that all people in a specific country are alike. Every person is an individual, no matter where one comes from. We should be able to face each person without prejudice and without any kind of confrontation. Do not put any person under stereotypes or judge one as good or bad based on them. We should build a working partnership open-mindedly with our new colleagues. You may get a life-long friendship or even the best mate?

Proverb: When in Rome do as the Romans do. This does not work on a ship because a ship is an uninhabited land. We just must live the ship way, accept the crew as they are and follow the international best practices at work and follow the good seamanship.

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