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**Adnotacja.** Bezpieczeństwo żegluga wiąże się z czynnikiem ludzkim, który obejmuje stan psychiczny człowieka przy podejmowaniu decyzji i ich wdrażaniu. Dlatego dzisiaj kwestia przywództwa członków załogi, a zwłaszcza oficerów, jest istotna. Problem rozwoju przywództwa w dziedzinie morskiej zawsze był postrzegany powierzchownie, ponieważ uważano, że cechy lidera i kierownika są nierozdzielnie związane, niewiele uwagi poświęcono zarządzaniu międzynarodową załogą w związku z formacją załogi, z których większość to ludzie tej samej narodowości.

W literaturze istnieje wiele podejść do zrozumienia lidera i menedżera, ale tylko niektórzy teoretycy i praktycy zaczęli zwracać uwagę na ich różnice, co wpłynęło na ponowne rozważenie koncepcji przywództwa w dziedzinie morskiej, postawiło pytanie o badanie cech przywódczych załogi dla bezpieczeństwa żegluga.

**Słowa kluczowe:** lider, załoga, marynarz, zarządzanie, wielokulturowość, bezpieczeństwo.

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**Abstract.** The safety of navigation is associated with the human factor, which includes the psychological state of a person when making decisions and implementing them. Therefore, the issue of leadership qualities of crew members, and especially officers, is relevant today. The problem of leadership development in the maritime industry has always been considered superficially, since it was believed that the qualities of a leader and a manager are inextricably linked, little attention was paid to the management of a multinational crew in connection with the formation of a crew, most of them from people of the same nationality.

There are many approaches to understanding the leader and manager in the literature, but only few theorists and practitioners began to pay attention to their differences, which influenced the revision of the concept of leadership in the maritime sphere, raised the issue of study leadership qualities of crew for the safety of navigation.

**Key words:** leader, crew, seafarer, management, multicultural, safety.

**ЛІДЕРСТВО НА БОРТУ****Олеся Ізбаиш***кандидат юридичних наук, доцент,**доцент кафедри загальноправових дисциплін**Національного університету «Одеська морська академія» (Одеса, Україна)**ORCID ID: 0000-0001-7629-1957**e-mail: olesya1983@hotmail.com*

**Анотація.** Безпека судноплавства пов'язана з людським фактором, який включає психологічний стан людини при прийнятті рішень та їх реалізації. Тому сьогодні актуальним є питання лідерських якостей членів екіпажу, а особливо офіцерів. Проблема розвитку лідерства в морській галузі завжди розглядалася поверхово, оскільки вважалося, що якості лідера і керівника нерозривно пов'язані, мало уваги приділялося управлінню багатонаціональним екіпажем у зв'язку з формуванням екіпажу, більшість із яких – це люди однієї національності.

У літературі існує багато підходів до розуміння лідера і менеджера, але лише деякі теоретики і практики почали звертати увагу на їх відмінності, що вплинуло на перегляд концепції лідерства в морській сфері, поставило питання вивчення лідерських якостей екіпажу задля безпеки судноплавства.

**Ключові слова:** лідер, екіпаж, моряк, менеджмент, мультикультурність, безпека.

**Introduction.** The problem of leadership in the modern fleet is due to the need to increase the level of safety of international shipping. The ship's officers must ensure the coherence of the work of the entire ship's crew on

the basis of motivation of each and reliance on the diversity of their leadership qualities. But this institutional status does not ensure their real leadership on board the ship, which significantly reduces the productivity of the entire crew, and often leads to tragic accidents. Therefore, the issue of ensuring a purposeful process of development of leadership qualities in future naval officers in higher educational institutions, as well as further development of leadership skills of seafarers in the system of advanced training of maritime professionals.

Leadership on the ship, its specifics and organizational and coordination functions are considered in the works of psychologists: O. Danilenko, O. Istomina, E. Kostyra, V. Topalov, L. Pozolotin, V. Torsky.

However, the problem of developing the leadership qualities of ship specialists during their training at the Maritime University, training courses for sea specialists and during the exercise of their powers on board is insufficiently developed.

Given the relevance of the research topic, the aim is to define: the concept of leadership in terms of psychology; differences between the leader and the ship's manager; features of the phenomenon of leadership of marine professionals. To achieve the goal and objectives of the study, general scientific methods were used, which allowed to study leadership in psychology and its features in the maritime field, to determine the importance of leadership qualities of maritime professionals in ensuring the safety of navigation. Thus, the author of the article came to conclusions, moving from general to partial.

### **1. The concept of leadership and leadership in the maritime industry**

The essence of leadership is manifested in a person's ability to influence others in order to actualize their efforts to achieve a certain goal. There are three main blocks of leadership concepts in science, each of which is dominated by the following factors:

- 1) the character traits of the leader;
- 2) the current situation in which the qualities of a leader were manifested;
- 3) the leader has leadership qualities that can be manifested in any situation.

Leadership is a complex multifunctional phenomenon that can be a psychological feature of the leader, the way he achieves his goal, the mechanism of influence on other people. The leader in the group is characterized by a higher level of purposefulness than other colleagues, as a result of which in extreme situations, much of the team obeys the leader's demands against the background of a significant increase in trust in his orders due to innate instinct "Follow me!"

For the maritime sector, it would be advisable to consider leadership primarily from the standpoint of managerial interaction, which is based on the most effective combination of different sources of power, aimed at encouraging people to achieve common goals. A systematic, purposeful and broad study of leadership began from the time of F. Taylor, a representative of the "classical school of management" (Taylor, 1919: 99).

At that time, the problem of distinguishing between a leader and a manager was not posed a priori, it seemed self-evident that an ideal manager should be an effective administrator and at the same time be a leader. At this stage of development of the understanding of this phenomenon, of course, there are differences in the understanding of the concept of manager and leader.

A leader is, first of all, a person who is ready to take responsibility, who knows how to correctly assess the situation, choose the most appropriate communication style and, of course, who has the skill to control his own emotions. In recent years, many theorists and practitioners have emphasized the differences between managers and leaders.

The head in his influence on the activities of subordinates and building relationships with them, first of all, uses and relies on the official basis of power. Leadership as a specific type of management relationship is based more on the process of social interaction (Boiko, 2012: 18).

It is also important to note that managerial interaction of the "leader-crew member" type does not necessarily imply its hierarchical nature, as is the case in the case of the "supervisor-subordinate" relationship. Leadership, like power, is a potential that a person has.

### **2. Leadership qualities of a seafarer.**

"Leadership qualities of a seafarer" – a set of highly developed individual mental phenomena of a naval officer – his mental cognitive processes (feelings, perception, memory, imagination, thinking, their various types and characteristics), abilities (intellectual, communicative, organizational, creative), mental states (emotional and volitional, feelings) with a high level of energy as a factor that encourages subordinates on board the ship to implement their goal-setting tasks to ensure the safety of navigation on a voluntary basis and full trust. The most important leadership qualities of a naval officer are emotional resilience, purposefulness, combining initiative with pragmatism and endurance, propensity for reasonable risk, openness to new information, optimism, flexibility of thinking, which helps to solve problems in non-standard ways and more.

An analysis of scientific sources allows us to consider as a working model a complex of leadership qualities of a leader, consisting of three main levels: the first level as a basic one – a high level of stress resistance and balance, exactingness towards other people and towards oneself, a high level of self-esteem and confidence in one's abilities; the second level, the qualities of which are manifested at the level of intra-group interaction and are divided into two groups: a) socio-psychological (benevolent and communicative, respect for other people, empathy, sequence of actions, decency, justice, honesty); b) organizational and managerial qualities (the ability to manage people, the ability to plan work, the desire for leadership in a team, the ability to quickly navigate the situation and find the right solution to overcome it, the willingness to take responsibility, etc.); the third level is the leader's professional and active qualities, which are formed in the process of his without mediocre professional activity on the basis of experience (success in professional activity, flexibility and creativity of thinking, creativity, desire for professional self-improvement).

Scientists also show that it is the qualities of the leader on the ship that determine the effect of autocracy, form the basis for preventing panic among the members of the ship's crew, their performance of ill-conceived spontaneous actions, the manifestation of the effect of emotional group infection, therefore, tragic consequences of their manifestation are possible. This specificity is covered in many legal acts that predetermine the professional actions of all members of the ship's crew (SOLAS-74, the United Nations Convention on the Law of the Sea, etc.), including ship's officers, and pay attention to the importance of leadership qualities namely the navigators as directly responsible for the safety of the vessel and for the safety within the international maritime navigation. Thus, the STCW 78 Convention, with all the amendments that are currently in force, regulates the professional actions of each crew member in relation to the safety of navigation, determines the necessary leadership qualities of an officer on a ship.

The leadership qualities of a seafarer are largely determined by the specifics of his work on water transport, which is manifested in the constant and round-the-clock impact of a set of traumatic factors and contributes to the following: 1) exhaustion of the psychophysical state of the officer with a corresponding decrease in the quality of realization on board the vessel of leadership functions; b) the appearance in the structure of his personality elements of professional psychological deformation, which manifests itself in different ways: lower emotional stability, negative mood, unmotivated anxiety, irritability, apathy, aggression, loneliness, decreased emotional and volitional self-control, deterioration of mental cognition (memory, logical thinking, perception, etc.).

### 3. Features of leadership and leadership in marine crews.

The factors listed earlier (subordination, statutory system of relations, the "special" nature of working conditions, etc.) also have an impact on leadership and leadership in sea crews.

Special working conditions determine that the most frequently used leadership style on board is authoritarian.

The conditions of relative social isolation – apart from the usual coastal environment, on the physically limited space of the ship – lead to communication deformation (on the one hand, frequent informal communication leads to mutual understanding, emotional closeness, while creating the impression of "equality" and "brotherhood"; on the other hand, subordination is not eliminated, unquestioning execution of orders, subordination is required).

The features of team management are set, first of all, by the statutory system of relations, and secondly, by the special nature of the conditions of maritime labor. From the point of view of leadership style, this leads to several consequences:

1) to the formation, as already mentioned, of an authoritarian leadership style – a leader cannot afford to convene a meeting in extreme situations to consult with colleagues on what to do; this, among other things, leads to changes in the personality of the leader;

2) since the leadership style is initially "forced" contact, in order to effectively and successfully manage the crew, the leader often deliberately distances himself from his subordinates. This is done in several ways:

– the leader "moves away" spatially, i.e. moves only along a certain "zone" of superstructures and cuttings;

– the head limits the circle of communication – he talks both on business and on personal issues only with his immediate subordinates, without coming into contact with the rest of the crew;

3) to the dominance in the leadership style of focusing on the task, sometimes to the detriment, to the detriment of people (which, given the special working conditions, is more "tough" than in many other professions).

One of the features of leadership in marine crews is associated with the influence of the information hunger factor: persons who have information (and these are, as a rule, crew members occupying high formal positions, that is, leaders) "automatically" receive a higher informal status (authority).

Thus, the structure of informal relations is "deformed" at the expense of formal ones (Istomina, 2004: 8).

In the crew, thanks to their personal qualities, informal leaders of various "levels" are nominated:

1) informal microgroups;

2) professional groups (the most authoritative in them);

3) the crew as a whole (causing sympathy and respect of the majority of the crew members).

It is important that this feature is typical not only for small, but also for large crews. In this case, one of the most significant features of large marine crews is manifested – they combine the features of both large social groups (production communities) and small social groups (with all elements of group dynamics).

Based on the foregoing, let's consider the management of a multinational team (crew).

A multinational team requires special management:

1) pay attention to the relationship between ethnic groups, because according to research, as long as the organization achieves positive results – nationalities are not given importance, as soon as failures occur – they begin to look for the cause in the attitudes, traditions and values of another nation;

2) groups are necessarily formed on a national basis, headed by an informal leader – the group has its own ethno-group self-consciousness. An ethnic microgroup begins to act as an object of control; it should be remembered that different representatives of different nations react differently to the same managerial decisions. The main task of the manager of such a team is the purposeful involvement of members of all microgroups in a common cause aimed at achieving the set goals, with a motivational component corresponding to each microgroup;

3) manifestations of ethnocentrism – due to superficial knowledge about one's own or another ethnic object, which, if negative political and ideological content is manifested, can turn into nationalism;

4) increased possibility of conflicts – to prevent them it is necessary:

pay attention to individual differences within the team – language, gender, age, skills, experience, cultural and national characteristics;

build relationships within the team on the best sides of each other;

create conditions for the favorable manifestation of national characteristics.

The main types of relationships in a multinational team:

- 1) one of the microgroups purposefully influences and dominates the other;
- 2) cooperation, when microgroups on an equal footing achieve unity in achieving the goals;
- 3) counteraction, when one microgroup interferes with the actions of another, creates obstacles in obtaining production or other results.

Managing a multinational team includes working to eradicate national prejudices.

To do this: constantly involve representatives of microgroups in various meetings and events. Only contacts and relationships will help to remove the prevailing stereotypes. Focus on positive national attitudes, hold themed evenings.

For professional leadership, a manager needs knowledge of:

1. National-psychological and other characteristics of the microgroup (language, culture, traditions, etc.).
2. Their behavior, forms and actions in various standard situations of interpersonal relations, communication, interaction.
3. Stereotypes of perception of people of certain peoples by representatives of other nationalities.
4. The peculiarity of the functioning of national self-consciousness (it is useful to learn through consultations with specialists).
5. Needs, motives, value orientations.
6. Intellectual-cognitive components of national self-consciousness in individual and joint activities.
7. Facts indicating the presence of contradictions between the components of the national psychology of the microgroup and the norms of business, political and interethnic interaction traditional for this region.

The head of a multinational team must himself be aware of his national stereotypes, part with national prejudices, introduce a system of adaptation measures, the purpose of which is to teach staff to work together.

G. Hofstede (House, 2004: 92) highlighted the differences in the labor behavior of people with different mentalities:

- 1) structure and vocabulary of the native language;
- 2) the context of the speech message;
- 3) temporary orientations;
- 4) distance of interpersonal communication;
- 5) power distance as a status difference;
- 6) masculine and feminine cultures;
- 7) orientation to near or distant results of labor;
- 8) staff commitment to strict compliance with the norms and rules of labor behavior (universalism – the Irish, Canadians, Americans) or to flexible relationships, constant adjustment to the operating environment (particularism – the Chinese, Indonesians);
- 9) collectivism or individualism in work.

Managing a multinational ship's crew involves:

- 1) taking into account the static aspect, that is, the characteristics of the composition, structure, conditions for the formation of personnel;
- 2) consideration of the team in dynamics, that is, analysis and staging of its development in time from formation to disbandment;
- 3) taking into account the ethical aspect as the basis of the management system and the unifying principle of the static and dynamic perspectives.

Additional capabilities of a multinational ship crew can be divided into seven main groups. They include:

- 1) opportunities associated with the formation of the knowledge base of the team and organization (bringing additional knowledge acquired in a different culture to the base of the organization (general, professional, specialized), bringing in unique work experience in another country, new professional contacts, expanding the knowledge base);
- 2) opportunities associated with the combination of knowledge for solving problems (more alternative combinations of knowledge for solving problems, expanding the choice of potentially applicable knowledge);
- 3) opportunities associated with the acquisition of knowledge (increase in the sources of obtaining new knowledge, expansion of the possibilities for filtering and emphasizing information);
- 4) opportunities associated with the creation of knowledge (expansion of the creative capabilities of the team by combining various positions, by exchanging ideas; obtaining non-standard solutions);
- 5) opportunities associated with the exchange of knowledge (increasing the flow of information, increasing the number of topics of knowledge exchange, mutual enrichment in the exchange of knowledge gained in different cultures, obtaining a unique experience of intercultural communication);
- 6) opportunities associated with the application of knowledge (expansion of alternative methods and ways of applying knowledge);
- 7) opportunities associated with the storage, distribution of knowledge in the organization (the emergence of additional specializations, the storage of more knowledge in the team, additional opportunities for storing unique knowledge).

**Conclusions.** The leadership qualities of a seafarer are not only a matter of effective ship management, but also ensuring the safety of navigation. Since the leader on the ship should be not only the officers, but also each member of the crew, the issue of studying this phenomenon becomes relevant both in the framework of education and in the system of self-development of marine specialists.

It should be recalled that there are both general and significant differences in leadership and management. The general is as follows:

1) these are processes that ensure the management of a group (crew), organization of the activities of group members in order to achieve the maximum effect of joint activities;

2) leadership and management are close in their target functions: they stimulate the activity of the group, aim it at solving certain problems, and provide means for solving these problems.

The main differences between leadership and management include:

1) management can only be in formal groups, and leadership – in formal and informal;

2) management is externally given, arises purposefully under the control of the social structure, and leadership arises spontaneously as a result of internal psychological processes in a small group;

3) management is stable, and leadership is less stable, more dynamic, situational;

4) the manager regulates the official relations of the group as an “organization”, and the leader regulates, mainly, interpersonal relations in the group;

5) the manager has a certain and regulated system of sanctions (methods of reward and punishment) in relation to the members of the group, and the leader can only use means of personal influence (persuasion, suggestion, etc.).

Based on this, different styles of crew management can be practiced on the ship: these are authoritarian and democratic styles. Leadership in a ship setting is about making a decision about what needs to be done and how to organize people to carry out that decision.

With an authoritarian (autocratic) leadership style, the formal leader (captain, senior mechanic) concentrates all power in his hands, dictates and regulates the structure of relationships. There is strict discipline on such a vessel, instructions are followed unquestioningly. But the crew is actually divided, there is no interaction between its members, there is no internal unity.

Democratic (collegiate) style involves the maximum involvement of crew members (small groups) in coordinated activities in order to solve common problems. The captain (chief engineer, chief mate) trusts his assistants, seeks to awaken responsibility for the task assigned. The leader encourages and strengthens ties among the crew members, tries to eliminate conflicts, bring the formal organization closer to the informal one.

Experiments conducted by the German psychologist Kurt Lewin established that there are no “good” or “bad” leadership styles. Each style in relation to the given conditions, situation or object has its positive and negative sides. The ratio between them is very important for management results, especially in the maritime sector, which is dangerous, stressful, unpredictable.

Thus, we can distinguish the following qualities that a formal leader-manager should have:

1. A leader must be an optimist.

2. A leader loves people. A good leader is available; he doesn't hide behind his office door.

3. Communication. A good leader communicates consistently and effectively with people.

4. The leader must be courageous (risk-taking).

5. The leader must have a broad vision, which is especially important for multinational crews.

6. The leader is tactful and considerate.

7. The leader is first of all fair.

8. The leader is always honest.

9. The leader is ambitious in relation to himself and his subordinates.

10. Integrity, consistency. A leader must have values and must consistently do what he thinks is right.

11. The leader is self-confident. Self-confidence without arrogance, self-confidence without arrogance – these are the hallmarks of a strong leader.

12. A leader should be a mentor.

In addition to the peculiarities of the leadership style, an important role is played by the “correlation” of leadership and leadership in the team, which is relevant for multinational crews. In this case, four options are possible:

1) the head and the leader of the group are the same person; many experts consider this situation to be the best, since one person manages the group in the formal and informal spheres;

2) the manager and the leader cooperate with each other, help one another. That is, the management of the group is carried out in a coordinated manner in the formal and informal spheres;

3) they are neutral, therefore, the management of the group may be mismatched;

4) the worst case scenario, when the leader and manager are in conflict, relations in the group also worsen, microgroups appear that are hostile to each other.

Leadership is an art, a skill, a discipline, and a mind-set, all of which can be learned, and improved with practice. The captain, chief engineer, or a department head are not the only leaders on a ship. Every mariner is a leader! A navigator who executes a collision-avoiding manoeuvre at two in the morning when everyone else is asleep, and one who guides his subordinate through overhauling a purifier – each one of them is a leader. On a ship though, the buck usually stops with the Captain, so the expectation from their leadership skills is perhaps greater than from others (Parani, 2020).

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