



CHALMERS

Leadership at Sea

Leadership on-board according to experienced professionals and future maritime engineers

Bachelor thesis for Marine Engineering Program

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CHALMERS UNIVERSITY OF TECHNOLOGY
Göteborg, Sweden, 2021

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PREFACE

During our education in becoming maritime engineers, several on board practical training periods have been accomplished. Both authors of this study have experienced many different types of leadership on different ships. When we saw that “Leadership at sea” was a suggested topic on Bachelor Thesis studies, the decision to move forward with this study was quickly made.

Leadership is an essential factor for the work environment and safety on board, by further researching the topic, we believe that students can be better prepared for their future careers.

We would like to thank all the interview subjects that participated, without them this study would not be possible.

A special thanks to our mentor, Fredrik Forsman for guiding us through this process and shared his knowledge on the topic.

Chalmers, Marine Engineering Program, 180 hp
Bachelor Thesis 15 hp

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SAMMANDRAG (IN SWEDISH)

Sjömäns arbetsmiljö är en unik där utrymmet är mycket begränsat, besättningen är avskild från samhället och de tillbringar långa perioder borta från nära och kära. Ledarskap till sjöss är mycket viktigt eftersom det i hög grad påverkar effektiviteten, säkerheten och arbetsmiljön ombord. Denna studie syftar till att ta reda på vilken uppfattning erfarna proffs och framtida sjöingenjörer har på ledarskap till sjöss. Om dessa åsikter skiljer sig åt, vilka är skillnaderna? Anser båda grupperna att de förvärvat rätt verktyg och kunskap under sin utbildning för att klara en ledande position?

Genom kvalitativa, semi-strukturerade intervjuer med deltagare från båda grupperna har det visat sig att både erfarna yrkesverksamma och framtida sjöingenjörer har liknande syn på vad ledarskap till sjöss ska vara. En bra ledare skall enligt respondenterna vara lik den utvecklande ledaren, hen skall motivera och hjälpa sina följare att utvecklas genom att bygga en stark tillit tillsammans. Intervjuerna visade att båda dem tillfrågade grupperna anser att utbildningssystemet kan göra mer för att förbereda framtida maskinister för en ledande position till sjöss efter sina studier.

Resultaten i denna studie pekar på vikten av gott ledarskap till sjöss, inte bara när det gäller säkerhets- och arbetsmiljöfrågor utan också för det framtida intresset för sjöfartsutbildningen.

Nyckelord: sjöfarare, maritim, ledarskap, ledarskapsstilar, transformerande ledarskap, laissez-faire ledarskap, transaktionellt ledarskap, destruktivt ledarskap, kadett, befäl

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ABSTRACT

Seafarers' working environment is a unique setting where the space is minimal, the crew is secluded from society, and they spend long periods of time away from loved ones. Therefore, leadership at sea is critical since it significantly impacts the effectiveness, safety, and the work environment on board. This study aims to determine what view experienced professionals and future maritime engineers have on leadership at sea. If these views differ, what are the differences? Do both groups consider that they acquired the right tools and knowledge to shoulder a leading position during their education?

Through qualitative, semi-structured interviews with participants from both groups, it has been shown that both experienced professionals and future maritime engineers have similar views on what leadership at sea should be. A good leader should according to both groups be very similar to what a transformational leader is. He or she should be humble, motivate and help develop its followers. All of the respondents felt that the educational system can do more in preparing them for a leading position after their studies.

The results shown in this study point to the importance of good leadership at sea, not only in terms of safety and work environment issues but also for the future interest in maritime engineering educations.

Keywords: seafarer, maritime, leadership, leadership styles, transformational leadership, laissez-faire leadership, transactional leadership, destructive leadership, cadet, officer

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1. INTRODUCTION

There is plenty of literature and research on the subject of leadership, but not as many definitive answers as to why certain leadership styles are successful and some less successful (Steers et al., 2013, p.309). The term leadership is very complex and dynamic. Depending on where leadership is used, it has to be exercised in different ways in order to adapt to the present culture. The life on board a ship offers a unique setting, and the leadership culture on board is quite different than that of land-based workplaces.

The international shipping industry is one of the world's largest industries, carrying about 90% of the world's trade. More than 50 000 merchant ships transport all kinds of cargo, employing more than a million seafarers from virtually every country. (International Chamber of Shipping, 2021). More than two-thirds of the world's merchant fleet have crewing from several different countries, while 10 % of these are staffed with crew from five or more different countries. (Kahveci et al., 2000)

Working together in close quarters for extensive periods of time can be difficult. Especially considering that the maritime engineering occupation involves cooperating with colleagues from several different cultures. In order to get these small groups to function well together and strive for the same goal requires communication skills and, above all, good leadership.

Leadership is very important for the psychosocial work environment as well as for efficiency and safety on board. A deeper understanding of the leadership domain on board means that maritime-related educations and, in this case, the maritime engineering education can adapt to meet the needs of the industry and better prepare the students for their future positions. Most of whom apply for the naval engineering program lack experience of working at sea, in some cases of working at all. After their education and on board training period of 300 days in total according to regulations set by the Swedish Transport Agency (Transportstyrelsen, TSFS2011:116), these newly graduated naval engineers will shoulder the role of junior officers on board.

1.1 Background

Working at sea is unique since the working environment is secluded from society and consists of a small group of people. The crew on board are stuck together for long periods of time, usually 1-3 months. The mean number of working hours per week on cargo ships was 68h for non-officers and 69h for officers (Jensen et al., 2006). A vessel as a working environment is characterized very differently from the work environment that you see ashore. Mainly because the crew working at sea cannot go home after their work shift, and they are acclimatized there for a considerable amount of time (Jensen et al., 2006). The working- and living environment becomes very limited in terms of space and social interaction. These factors of working and living conditions entail psychosocial stressors for seafarers who may result in exhaustion that is endangered to develop burnout syndrome (Oldenburg et al., 2013). These circumstances increase the risk of conflicts of various kinds as well as the risk for an accident occurring (Lundh et al., 2011) and therefore make the developing and authentic leadership style more critical in order to reduce the risk since it is less likely that an employee will be burned out with a supportive leader (Larsson et al., 2017).

Depending on what position the vessel has, potential assistance can be many hours away. Due to this factor, operations carried out on board are well planned, and safety requirements are extensive. Good leadership is imperative for the safety of all personnel. Potential accidents can have severe consequences. Despite the critical role of leaders at sea, research of their roles is somewhat limited. Lack of relevant research becomes even more noticeable if one takes into account that the ocean-going ship as a productive unit and working environment is paralleled with the “total institution”, i.e., an isolated, enclosed social system that controls aspects of its members’ lives (Theotokas et al., 2014).

Due to the importance of leadership at sea, it is interesting to research further what the views are on leadership according to seafarers today and what view future marine engineers have on the matter. Furthermore, what do the most affected people feel is the most important to be a good leader?

1.2 Aim of the study

The purpose of this study is to find out what view experienced professionals and future maritime engineers have on leadership at sea. In the case of different opinions, the goal is to find out what these differences are. What are the qualities and knowledge a leader should possess according to each group? Do marine engineering students acquire the right tools during their studies to shoulder a leading position?

1.3 Research questions

1. What is good leadership according to experienced professionals and future maritime engineers?
2. What distinguishes leadership at sea compared to land-based situations according to experienced professionals and future maritime engineers?
3. Do the students and experienced professionals consider that relevant knowledge and experience is provided during the course of education?

1.4 Delimitations

The interviews that have been conducted were all held digitally with students from a maritime engineering program in Sweden, disregarding which year the students were in as long as they have completed at least one of on board practical training periods. All interviews held with experienced professionals had to have worked in a leading position on board a vessel for at least one year. Aside from these limitations for both groups, the interview subjects could be of any age, gender or ethnicity. The vessel type, shipping company, or parts of the world that they had sailed in did not matter for this study.

2. THEORY

Describing leadership can be considered quite complicated, and there are many definitions of what leadership is. Plenty of literature exists on leadership. Unfortunately, not as many studies on leadership in the maritime environment as there are for land-based leadership on this subject. In this chapter, we will account for specific theories and styles as well as the hierarchy on vessels to gain a better understanding of the ranking system and decision-making in the engine department on board.

2.1 Defining leadership

Different definitions and concepts of leadership have been presented in countless scientific papers and discussions. A two-day meeting to discuss leadership has often started with a day of argument over the definition (Bass, 2008). Rost (1993) found 221 definitions of leadership in 587 publications he examined. This shows how difficult it is to determine a widely accepted definition of leadership. A well-acknowledged research project named GLOBE that consists of 84 scientists from 56 different countries concluded with the following definition:

“Leadership is the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organizations of which they are members (House et al., 1999).”

2.2 The history of leadership

Leadership as an interesting topic has been discussed for several thousand years and is still debated today. According to Bass (2008 p.5), concepts and principles of leadership go back nearly as far as the emergence of civilization, which shaped its leaders as much as it was shaped by them. Written principles of leadership can be found in Egypt in the *Instruction of Ptahhotep (2300 B.C.E.)*.

“Chinese classics written as early as the sixth century B.C.E. are filled with hortatory advice to leaders about their responsibilities to the people.” (Bass, 2008 p.5).

Also, in the western parts of the world, leadership has been studied and analyzed for thousands of years. Greatly respected thinkers such as Plato, Aristotle, Plutarch, Erasmus, Luther, Hobbes, and Locke have turned their minds to the question of who should lead and on what basis (Wilson, 2016).

Historically, philosophers and historians were the primary generators of knowledge regarding leadership. Nowadays, there are numerous scientists, scholar papers, and countless books on the subject (Wilson, 2016, p.16)

2.3 Transformational/Developing leadership

James MacGregor Burns (1979) first conceptualized leadership as either transactional or transformational. Transformational leaders, also known as developing leaders, lead through motivating and inspiring their peers. As Burns (1979) notes, transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. The core of transformational leadership is the

relationship between the leader and its peers. It is of utter importance that trust is formed between the two parts, that the leader leaves room for growth by encouraging initiative to its followers. The leader should serve as a role model that should enhance motivation, morale, and job performance.

According to Larsson, Lundin & Zander (2017), the developing leadership style has three characteristics:

- Distinguished by exemplary, authentic action
- Characterized by personal consideration
- Inspiring, encourages participation and creativity

Dr. Bernard Bass was the first to formalize transformational leadership as a theory in 1978. In contrast to transactional leaders, transformational leaders were said to motivate followers to go beyond their own self-interests for the good of the group, organization, or society.

“Followers interests are raised by transformational leaders from concerns for security to concerns for achievement” (Bass, 2008 p.50).

Bass (2008) mentions several great historic transformational leaders are Abraham Lincoln, Franklin Delano Roosevelt, and John F. Kennedy

2.4 Transactional leadership

As mentioned above, Burns (1979) was first to divide leadership into transformational or transactional. Transactional leadership is almost the exact opposite of Transformational leadership. Transactional leadership is rooted in sticking to planned and consistent actions. This leader supervises and oversees the entire organization, which commands and motivates its followers through rewards and punishment. According to Burns (1979), transactional leadership is the exchange relationship between followers aimed at satisfying their own self-interests. This could be, for example jobs for votes or subsidies for campaign contributions.

2.5 Destructive leadership

As the name implies, destructive leadership is a negative way of leading. Of course, all leaders may have a bad day and therefore make bad decisions, but when this behavior is repeated and systematically practiced, it can be classified as destructive leadership.

“The systematic and repeated behaviour by a leader, supervisor or manager that violates the legitimate interest of the organisation by undermining and/or sabotaging the organisation’s goals, tasks, resources, and effectiveness and/or the motivation, well-being or job satisfaction of subordinates.” (Einarsen et al., 2007)

The concept of the dark and negative side of leadership has been a topic of discussion for a long time (Schyns & Schilling, 2013), where examples such as Hitler and Stalin are mentioned. However, studies on destructive leadership are relatively new in qualitative studies. Although the word destructive in itself has a charged tone, this does not automatically mean that the person who performs this type of leadership intentionally tries to harm the company or its followers in a systematic manner. With that said, behaviors such as

recklessness, inability to perform a job, or lack of knowledge can be classified as destructive leadership.

2.6 Laissez-fair leadership

Per definition, laissez-fair leadership – also known as the absence of leader behavior – is characterized by the inaction of a person in a position of authority (Avolio et al., 1999). Laissez-fair leaders do not involve themselves in the day-to-day objectives of the group. Instead, they sit back and avoid making decisions, conflicts, and responsibilities. Basically, to withdraw from all traits that general leadership includes sums up Laissez-fair leadership. If taken to the extreme, this style has a lot in common with destructive leadership.

2.7 Work environment at sea

Working in an isolated and confined environment (ICE) can significantly influence the psychological functioning of employees (Sandal et al., 2006). It is concluded in their paper on polar expedition teams that the following factors, which also apply to seafarers, are most challenging:

- Isolation from family and loved ones.
- Restricted social contact.
- Limited space to move around in.
- Inability to leave the workplace.

These factors can all be applied to a seafarer's working conditions since they also spend extended periods at sea cut off from society. The psychological functioning is also greatly impacted by the sense of psychological safety of the crew.

Psychological safety is defined as a belief that the workplace is safe for speaking up with ideas, questions, concerns, and even mistakes. It is a sense of confidence that your voice is valued. Psychological safety is not about being nice. It is not about holding back on something you might think be unpleasant. Quite the opposite, it is about candor. It is a sense of confidence that your voice is being valued. You can think of this as permission for candor. That the workplace is somewhere where we count on your voice being heard because you never know when you will have had the observation that someone else missed that will be mission-critical (Edmondson & Lei, 2014).

2.8 Crew structure

Depending on the size of the ship, there are different minimum requirements regarding the size of the crew. A crew often consists of different types of officers on both the bridge and the engine department, as seen in figure 1, crew structure below. International Maritime Organization (IMO) mentions that it is necessary for the engine department during watchkeeping that they follow the mandatory code in (IMO, 2011):

Engine department

There should always be sufficient engineers on board to undertake the tasks, duties and responsibilities required to –

- *operate and monitor the ship's main propulsion and auxiliary machinery and evaluate the performance of such machinery.*
- *maintain a safe engineering watch in accordance with the requirements of the STCW Code.*

- *manage and perform fuel and ballast operations; and*
- *maintain safety of the ship's engine equipment, systems and services.*

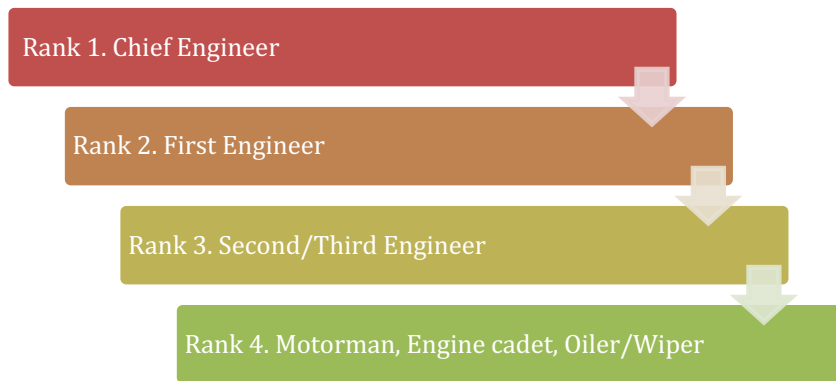


Figure 1 Crew structure

The Chief Engineer is in charge of the engine department and is responsible for every operation in the engine room, e.g., all types of maintenance of the vessel's machinery. The First Engineer is the supervisor for the engine department under the Chief Engineer with day-to-day operations and maintenance. The Second Engineer the ships propulsion and other systems such as power supply, separators, and boilers. The motorman handles the daily maintenance on the orders of the officers.

3. METHODS

The issue was studied qualitatively. Bryman (2011) describes qualitative research as:

“Qualitative studies are based on a research strategy where the emphasis is more often on words than quantification in collection and data. A qualitative research strategy in inductive, interpretive and constructionist”.

Semi-structured interviews were conducted, transcribed, and analyzed by coding. The choice of semi-structured interviews was made based on the fact that it felt beneficial to let the interviewed subject's answers lead the way, this is preferable according to Bryman (2011) when there are intentions to examine thoughts and opinions in a study. In addition, it was perceived that a better result from a more profound discussion would be given compared to structured interviews or surveys that would most likely give us more limited answers.

To accomplish a study of scientific value, a certain knowledge was needed to be acquired. Therefore, articles and studies on different types of leadership, how to perform interviews, in what way a transcription should be written, and how to perform coding based on the transcriptions were read to obtain basic knowledge in all topics.

The type of approach to the selection method frame had to be examined to produce good data from the conducted interviews. Therefore, it was decided to use the convenience selection method to get started and then transition to the snowball selection method to gain access to a broader population to examine in the study (Denscombe, 2018 p.70-71).

In total, fourteen interviews were conducted. Eight interviews were held with experienced professionals working or recently have been working in a commanding position in the engine department on board a ship. In addition, six interviews were held with students at a maritime university. The interview subjects were initially selected through the authors contacts among seafarers gained during the on board practical training period at the maritime university as well as recommendations from other respondents.

3.1 Interviews

The interviews were conducted with students from a maritime engineering program at a maritime university. The requirements for participation was that they had passed the leadership course along with at least one completed on board trainee period. Interviews were also held with experienced professionals who are currently working at sea. Interviews were limited to ranking engineers with a minimum rank of Second Engineer all the way up to Chief Engineer.

All interviews have been conducted individually with both authors of this study present. The student or officer who has participated has in all cases been recorded on the platforms *Zoom* or *Microsoft Teams*. The author's experience is that the interviewee has been able to speak freely, without any influence from anyone else in the crew. Since all people interviewed are Swedish speaking, all transcription and coding has been done in Swedish, and then the selected quote in the result section was translated to English for the finished report.

Due to the specific pandemic restrictions to prevent the spread of Covid-19, it has not been able to accomplish face-to-face interviews. Therefore, to initiate the interview process, contacts from previous on board practical training periods were asked to participate. Thus, the first persons who answered that they could participate got a meeting booked for an interview, the so-called convenience selection method (Denscombe, 2018 p.71). In preparation to contact the students, help was provided from the university to get contact lists with old and new students in the maritime engineering program who fit our criteria.

At the end of each interview, the participant was asked if he/she could propose another person that could be relevant to the study to expand our network of participants. This method is known as the snowball method (Denscombe, 2018, p.70).

Before the interview phase began, a broad question template was made (see appendix 1), which formed the base of the research questions relevant to our study. One test interview was done to note if anything in the template was redundant or missing. Some questions in the template were added, and some were changed. This enabled the interviewee to speak as freely as possible without any interference.

All interviews held had a duration time of between 30 - 60 minutes and were recorded and transcribed. A completed interview would be transcribed with the standard type in *Microsoft Word*, meaning that the transcript will be lightly edited for readability. The interview was thereafter coded in *NVivo 12*, which is done to ease the process of sorting through the interview findings.

After approximately four interviews in each group (students/officers), a certain theoretical saturation was observed. In addition, a trend was noted where the participant's answer's no longer provided the same amount of sufficient information to the study. Therefore, a decision was made to stop at 14 interviews in total. This decision was based on the fact that the number of interviews obtained would generate a reliable scientific result. Furthermore, the effort to conduct more interviews would harm the process of finalizing the study.

3.2 Coding procedure

As the study is based on the opinions and personal experiences of the respondents, the findings were categorized into themes (Gibbs, 2012) using the program *NVivo 12* to perform our analyses. In addition, it was identified which themes other studies accommodated regarding leadership, which also suited this study's overall results from the interviews conducted.

Since a study like this, including both marine engineering cadets and officers in the engine department was not found, categories concerning both sea and land-based workplaces had to be interpreted with definitions such as, e.g., *destructive leadership* (Einarsen et al., 2007) and *laissez-fair leadership* defined by (Avolio et al., 1999) from the results of the interviews. Other nodes worth mentioning that have been often reoccurring from the interviews are: *hierarchy on ships, locked together, working environment at sea, conflict management, management by fear, education, maritime safety, multicultural problems, result from good/bad leadership, difference between sea- and land-based job, social and transformational leadership.*

When all interviews were completed, a separate analysis of that transcript was made. Several common connections in the resulting categories were noted in many places. Therefore, a delimitation had to be made to scale down the more prominent themes and highlight keywords and sentences. This would make it easier to find cooperating variables (e.g., Destructive leadership and poor working environment), eliminate repetitions and similar nodes that can be considered redundant (Gibbs, 2012) to code them in the same category finally.

Although there are many methods to facilitate the connections, many felt redundant, and that Bryman's (2016) four steps summarized by Gibbs (2011) were best fitted for this study:

1. *Read the text as a whole and make notes at the end.*

- *Look for what it is about.*
- *Major themes.*
- 2. *Read again.*
 - *Mark the text (underline, highlight).*
 - *Note any analytic ideas suggested.*
- 3. *Code the text*
 - *Systematically mark the text.*
 - *Review the text.*
 - *Think of groupings.*
- 4. *Relate general theoretical ideas to the text.*
 - *You must add your interpretation.*
 - *Interconnections between codes.*
 - *Relation of codes to research question and research literature.*

3.3 Ethical principles

During the interview, the participants were informed that their answers and opinions would be anonymous. If they presumably wished to terminate their participation, all data concerning that person would be deleted.

For the implementation of the survey, it has been of great importance to inform the participants that we follow the main research ethics principles, since the interviews may present sensitive information regarding companies and individuals and is summarized by Denscombe (2018), in the following way

- *Protect the interests of the participant.*
- *Guarantees that participation is voluntary and based on informed consent.*
- *Avoid false promises and is conducted with scientific integrity.*
- *Comply with national law.*

Swedish law regarding personal data has been followed in every interview where anonymous participation has been guaranteed (*Personuppgiftslag (1998:204) Svensk Författningssamling 1998:1998:204 t.o.m. SFS 2010:1969 - Riksdagen, n.d.*).

4. RESULTS

This chapter will account for the thoughts and answers of the interview subjects. The interview results have been divided into different subheadings.

4.1 What defines good leadership?

Both students and experienced professionals were overwhelming in agreement that a good leader unites the crew and encourages participation. That the leader shows authority, is fair, and is capable of making difficult decisions. Several interview subjects mention that a good leader should be good at communicating, be receptive to the opinions of others, also its subordinates.

“One should be receptive to others’ opinions and inputs and at the same time be able to admit to oneself that your idea/way of wanting to solve something is actually better than the way I want. And if you can handle this, you have come 9/10 of the way to good leadership.”

The interviews showed that leaders who had these qualities often commanded crews in well-functioning working environments. Places where the crew felt a sense of security with their leader knew that their opinions were heard. At the same time, the crew was confident that in a serious, potentially life-threatening situation, the leader would take command and handle the situation in a professional manner.

“If something happens, they are the person you look up to. The Chief is the one you look at when something goes wrong. It was also noticed that the second and first machinist did this. You expect them to solve problems that you cannot solve yourself.”

A large proportion of the students stated that humility was a trait of great importance. A humble leader showed greater understanding when the students made mistakes during their on board training period, making them calmer and facilitated their development.

“A bit of humility, the courage to dare to go into these challenging situations. That you are responsive, that you listen to people, and that you dare to see what is out there, so if you see something happening, you have the courage to take on the situation and dare to take command, it is so much easier to pretend like nothing happened.”

“Good leaders are humble. They know that you can make mistakes. They know that you are prone to making more mistakes under stress. So they keep calm and have enough experience in order not to judge. They do not stress over the small things.”

4.2 What defines bad leadership?

According to the majority of those surveyed, bad leadership is when you are arrogant, mean, often shout, and don’t treat your colleagues as you would like to be treated yourself. Several interview subjects spoke about leaders that they had encountered that thought very highly of themselves and could not admit when they were wrong. That this usually was developed throughout the leader’s careers. If leaders of a similar attitude trained these leaders, the process of inheriting the same behavior later on was natural. The excuse they told themselves

to stomach the behavior was that they were treated the same way, so now it was someone else's turn to be on the receiving end of it. By reaching the rank of Chief or Master, it was their turn to rule, and they no longer had anyone to answer to.

“A lot of that jargon I could see new officers begin to use even if they did not have that jargon when they got there, so I think a lot of that old jargon hangs around because it becomes a mindset like: “I was so miserably treated when I was a motorman, so now I am going to do the same thing to the motormen when I'm the first engineer” because that's how he was treated.”

This often resulted in a bad atmosphere on board, which increased the probability of other issues, especially in the long-term perspective. This could develop into a bad circle of destructive leadership. As a few of the interview subjects put it:

“That you cannot listen to anyone else, and you are always right, you go into this little trap that no one else's words mean anything or are worth more than mine, but “I am boss, and I am the Chief,” and I know everything, I am God's gift to shipping, there is no one else to say anything here.”

“If you have a leader who is very bossy and likes the idea of him being the biggest, best, and most beautiful - Then it spreads to the rest of the crew.”

“Selfish, thinking only of himself, one who takes credit for things he has not done himself. That one cannot give constructive criticism or take criticism.”

Throughout the interviews, a trend was noticed that many experiences of bad leadership were connected to leaders that could not handle having the last say. They abused the power of their role, which led to members of the crew not feeling appreciated. The boundaries of the hierarchy on board grew, which many of those asked did not feel was beneficial.

4.3 Leadership at sea

The majority of those surveyed were of the opinion that the conditions of leadership differed when comparing sea- and land-based leadership. On board, you have minimal space and spend extensive amounts of time with the same people, often in groups of around 10-20 people. The study showed that it was this factor that affected the leadership the most. Good or bad, a leader's actions are more noticed at sea since it is such a small group of people in a secluded environment. If a conflict arises, it is difficult to stay away.

“It becomes more extreme when you get on board and have to live there for eight weeks. You can have half-bad leaders at a job ashore, but you can then go home after work and let it go. Now you have to sit and eat with and be with these people all the time, it sets the mood a bit, and therefore, it gets quite extreme on a ship.”

“You have to be on good terms with your colleagues. If you do not like them and if they do not like you, then it won't be easy. Especially if you have a 4-month period that you are going to be at sea, then you have to be around this person throughout that time. So if you do not like each other, you may not have the most pleasant time on board.”

“Ships differ a lot from an industry on land, an office ashore, or whatever. You have this small, cramped environment with quick decision-making paths. The special atmosphere that is on board ships, it basically does not resemble anything else.”

One officer mentions that it does not have to be a negative factor. Being stuck together and forced to handle the different challenges that arise can actually strengthen the group. Accomplishing these challenges can enhance the morale of the group and improve relationships on board.

“Yes, but I think it can affect both positively and negatively. A little depending on the cohesion and if you are a good group on board, then that group can almost be strengthened by the fact that you are out at sea for so long and that you accomplish things together. That you do not have help from land, and you cannot just call a service- technician when something breaks, but you fix this yourself within the group.”

A few officers talked about the lack of insight from management. That situations on board often had a habit of staying there. The land-based management side did not have a clue of what was going on board. At land-based organizations or companies, the leaders, executives, and bosses have the opportunity to be amongst their colleagues in a different way. They can meet and communicate on a more day-day basis which gives completely different visibility.

“They have no insight into the daily work on board, they have no idea. If you are ashore, that you are physically there. If they are not a big organization, then you can actually be out and talk to people who work in your company, if not daily then at least from time to time, so they have visibility there that is not possible at sea.”

Another officer reported:

“On land, you have people coming from outside who can come in and poke at everything. You have finance departments, senior managers, and human resources who are not exactly a part of your boat or your department. So, you always have a higher ranking person who comes and gets involved, but on board, you are quite isolated. What happens on the boat often does not come out. It does not spread in the same way. You are in a small bubble, you could say.”

Several others spoke about the issue that presented itself with the frequent staff turnover at sea. Ashore, staff turnover occurs occasionally, but at sea, it happens frequently. It is built-in and lies in the nature of the job. Building a healthy corporate culture becomes much more complicated since you have to start over every month or so. Even if the entire crew is not replaced simultaneously, when the Chief, Skipper, or anyone else in a leadership role is replaced, the substitute coming on board may have an entirely different leadership style. This could turn everything upside down. As one officer said:

“The skipper is not on board all the time. He is replaced, so you have a much harder time building a mature group because the group matures together. It is not just the skipper. The entire crew gets replaced all the time, making it harder to find the culture you enjoy. There is always someone who comes from somewhere else, so you always have to start over in a way. You have staff

turnover ashore but not in the same way on board. You have a built-in staff turnover, it is the nature of the job.”

4.4 Leadership in terms of safety

Most representatives agreed that safety is of the utmost importance for all seafarers and not just those who work in the engine department.

“A bad leader is a security risk.”

In order for the ship to function, everyone in the crew must know their role and work well together. Bad leadership can have direct consequences and can also affect your health in the future due to polluted air, loud noises, and a leader's bad safety management. (Lundh et al., 2011)

An officer explains that today's engine crews are so small that there are no margins for mistakes that one must always perform. To do this, you have to be in a good place mentally, that you enjoy your time on board.

“This is connected to having a good leader. It is easier to enjoy your workplace if you do not have a shitty boss. If you have someone who mistreats you on board, it is obvious that you will complete your job, but you will not do it as well as when you are not treated this way. It's not a question of doing that little extra, but it drags down the whole group. If you have someone who is so unhappy that this person isolates himself, completes their work tasks, and then sits off the rest of the time in its cabin. If it comes to this, I actually think that then you have a safety problem on board.”

“Some colleagues and I completed a survey where we asked seafarers, according to them, what is maritime safety? We asked them to define it in their own words, and the results were very clear. That maritime safety according to them, is to trust your shipmates, to know your shipmates so well that you, first of all, are confident that they can do their jobs when needed and that I have trust in them doing this. This was maritime safety. It can be as simple as checking the powder extinguishers. Without anyone mentioning that they should be checked, they knew that every single one was checked and worked. That is a safety detail for us. I think you are very dependent on this friendship that is required on board, and it is a leader's task to create this.”

Other officers emphasized the importance of passing on knowledge between generational boundaries. In many cases (not just at sea), the same people are given similar jobs, as the manager knows that this person has no problems with the task. However, by not spreading around the different tasks to different crew members, transferring knowledge becomes more difficult. In addition, this could lead to crewmembers being unfamiliar with certain parts of the job, which could be a safety issue.

“It is important to involve crew members with less experience also to get the opportunity to learn things. A lot of Swedish seamen are getting close to retirement.

It is important to spread the information over several people, perhaps putting older and younger people together on different tasks. It is usually very instructive. Then it is important that the older one does not do everything himself but lets the younger person take the initiative and instead acts as a supervisor.”

“If you have a motorman who is experienced and one who is new, also engage the one who is new. You have to spread the competence a bit and not just rely on one person because when that person is gone or retires, you could be in a bad spot.”

One officer spoke of the importance of being a role model as a leader. That the leader’s actions impact how the rest of the crew performs their job.

“But an officer also sets a standard on how the workplace should be run, the officer is a bit of a teacher, both for when a cadet comes on board but also for the entire crew, what standards we have on board and what safety requirements and limits there are. Maybe not standards as much as safety requirements because you notice that a lot of safety standards that are set are of those above one. For example, do they make a risk assessment every time someone enters a crowded space and say that this should be done every time someone does something similar that a risk assessment should be done. It will be the standard, and it will be the mentality you have. It will spread to the rest of the crew. But if a chief or first engineer enters an enclosed space with the thought that “Oh, it will probably be fine”, then it is the standard set. So, it has a significant value on what standard is set in the engine room and on the boat itself, what standard you keep. At least, in terms of safety, because the absolute easiest thing is to be careless. But if you have repeated proof that “on this boat, we take safety very seriously,” You have proof of your employees and managers, how they take care of safety - then that is the standard that will be kept. I think that’s very important.”

4.5 Psychological safety

Several students talked about the importance and the benefits that psychological safety gave them during their on board practical training periods. That already the first day, how the cadets were received gave an indication of how it worked on board that particular ship. If the cadets were positively welcomed, it gave a sense of calmness, their nerves settled a bit, and the excitement took over. On the other hand, if they were received on board in a negative matter, this only increased their nervousness.

“For example, when you first get on board, it is essential that you are included in the crew immediately, that it is an open atmosphere. To be stuck there and not feel that you are welcome must be terrible. That may be one of the reasons why so many people drop out. I mean, we were 55 students when we started our education. We are 22 students now.”

Psychological safety is not only a matter of feeling welcomed. As mentioned in the theory chapter 2.4, it is about feeling that your voice is heard and valued. This applies to the entire crew. If the leaders on board succeed in spreading this feeling, the overall work environment is beneficial. Not only in morale but also the social environment on board.

“I think that if you feel included and feel that you are treated with respect, then I think it raises the work ethic. In my eyes, if you have a humble commander who includes everyone and lets everyone be heard, even those at the bottom of the rankings - then it contributes to a very positive atmosphere on board. And I think it’s extremely important, not least when it comes to critical situations, that you can build a certain trust in each other and comfort. That fear of making mistakes may diminish a little, which is extremely important when it’s a live situation.”

4.6 Hierarchy on board

When asked about the hierarchy on board ships in the Swedish naval fleet, a large majority was of the opinion that the hierarchy on board is not as strong as it is in the rest of the world. In other parts of the world, participants tell stories of a very strict hierarchy, similar to what we once had in Sweden many years ago. During this time, the hierarchy was similar to what it looks like in the military, with very clear conduction codes.

“If nothing significant happens there, you do not need to talk to anyone above you in the hierarchy because you take care of your own post, and that’s it.”

This sort of strict hierarchy is not something the interview subjects thought very highly of, as one put it.

“I should not even begin to talk about these large cruises. Why do you think Costa Concordia ran aground? No one dared to say anything to the Captain. All these big cruises, the extreme hierarchy that prevails there, it’s kind of like: The cleaners have to clean, mop, and make room for the officers. I do not like it; it just creates a bad atmosphere and bad work ethic.”

On Swedish ships, there still is a hierarchy on board, with clear role distributions. Every person on board has a title and their own work tasks. Although, regarding social interactions, the rankings of each crew member fade away.

“We have very invisible hierarchies in Sweden, that you dare to talk to the skipper here, you can hang out with each other. What helps is that people actually dare to talk to each other, I think, on a social level - breaking the barrier is very important.”

It became clear that the general opinion is that the “old school” hierarchy is not favored, although some kind of hierarchy on board is important. For the ship to function and the daily work tasks to be completed, there must be someone with the last say, someone who can make difficult decisions.

“What you should be aware of, that a ship is not a democracy. It cannot be a democracy. But, of course, you should have co-determination, and you should be receptive to all inputs from the different ranks on board. There must be someone who ultimately decides. There are some who do this in a good way and some who do this in a bad way.”

“It is very important that there is a hierarchy on board. The faster you learn that it exists, the easier it is. The hierarchy on Swedish ships is very loose, but

you notice when the tone changes. Anyone can give suggestions, opinions, and such, but then when the Chief says that now we will do this, that is the end of the discussion. As long as this is understood, it works very well. Then you get suggestions, views, and angles of approach, but then when decisions are to be made, there is no chaos.”

4.7 Conflict management

Almost every student interviewed stated that one is in a difficult situation during the on board practical training period. As all of these ships are potential future working places, one must try to make a good impression. However, if a conflict arises, it is was not easy to speak up. Therefore, the majority of the students meant that they just had to swallow their pride and accept the reality during their training periods.

This reality is that the cadets are at the bottom of the food chain, figurately speaking. As a cadet, you are expected to obey and learn how things work on board that specific ship. Your opinion, if you have the courage to have one, is often overlooked. One student shared an experience of an incident that he had encountered during his first on board training period. When this incident happened, he only had a short time left on board and did nothing. In hindsight, he regrets not reporting the incident.

“Then there was an incident where I had not cleaned a tool well enough, a pneumatic screwdriver. At which point, a motorman came back five minutes later and took this tool and shoved it in my solar plexus. It was a pretty degrading experience, and he then stood there and scolded me for notes in front of the rest of the engine crew.”

An officer stated:

“We did a study a few years ago where there was a guy who testified that every time he came out of his cabin, a pair of underpants hung on his door handle. That can be funny once in a while at best, but not when it happens every day, week in and week out. So someone has to react and say that now we should actually drop this, let him be.”

Many officers interviewed stated that conflict management is an essential part of leadership that one must be able to handle. One person felt that conflict management and leadership in general should be focused on more. He felt that the entire Swedish shipping industry could benefit from more knowledge surrounding these topics and proposed practical training courses.

“Many I talk to; they mention conflict management. There are few things that are as destructive as a conflict in a workplace, especially on board, when you cannot get away and how they can escalate. It is one of the most difficult things to handle. So how do you solve these problems?”

Another officer stated:

“In general, I think there is not enough focus on leadership and what belongs to conflict management and everything related to the leadership role. It feels like it lacks in the entire shipping industry, more focus on leadership, more practical knowledge of leadership, I absolutely think this is needed.”

4.8 Education

Out of fourteen questioned, all fourteen, both students and officers answered that they did not acquire the right tools to shoulder a leader position during their maritime engineering education. Most of them stated that their university focused too much on theory and not on practical exercises. That the knowledge they possess on leadership came from their on board practical training periods or previous working experiences prior to their studies.

“Since you get a commanding position relatively quickly, many do - I had one year between when I left high school and started at the university. So I would probably have liked to have seen people had been a little more mature before they get the stripes on their shoulders. Because when you get the stripes on the shoulder, then you grow with it, but you can also grow into something bad.”

“Not in the least, if I may be harsh. They have a course called leadership there, but I personally think it was a bit fuzzy. I think my education was far too theory-heavy. There is no focus on the profession itself or too little focus on the profession itself, especially leadership. I am trying to remember if there was a single course at my university that made one strengthen that feeling of becoming a leader, but I cannot think of a single one where I got that feeling.”

It’s possibly the course advanced firefighting, it was good. It is the only situation we have had where we have been allowed to act as a leader. There should have been much more simulations of situations that could happen on board. I did not feel the least bit trained for a leadership role after my studies.”

One student was of the opinion that better guidelines should be put in place. Guidelines of how cadets are to be received and trained during their time on board. If the shipping companies and the educational organizations cooperated in forming documents that could act as support, it would be beneficial for both parties.

“I think that what would be needed is for shipowners, engineers, and schools, work together and produce guidelines for how to deal with cadets. I think this would help. It would provide a basis to start with. It could be living documents they develop as well as the cadets. The cadet’s level of knowledge and skills differ from person to person, so it would give something to go by. It would require some coordination.”

5. DISCUSSION

5.1 Defining a good and bad leader

Out of all of the questions in this study, defining leadership was without a doubt the one where the interview subjects, both officers and students, were most consistent. According to present and future maritime engineers, a good leader should have a lot in common with a transformational leader, presented in the theory chapter 2.3.1. Thus, the characteristics mentioned by the interviewees are basically detailed descriptions of transformational leadership. This was somewhat expected since it is the most positive theory, but the accuracy was surprising.

Worth some consideration is the fact that if everyone agrees of what good leadership is, why do we not only have good leaders at sea or in general? Of course, the matter is not as simple as that. Humans have a lot of knowledge of how many things should be ideally, but the reality is a different story. Factors such as surroundings, specific situations, feelings, prejudices, etc., have an impact on leadership in live situations.

When asked to define bad leadership, both destructive and laissez-fair leadership traits identified in the theory chapter were mentioned throughout the interviews with both officers and students. Leaders who were not fit to lead because of the fact that they were simply mean, mistreated their crew, or did not care. Adapting this behaviour was thought to have been developed throughout the careers of these bad leaders. By being treated this way justified adopting the same behaviour, and when they systematically practiced this way of leadership, becoming a destructive leader has been accomplished. However, as mentioned in the definition of destructive leadership, it is not sure that these leaders intend to be this way.

Most of the interview subjects agreed on the definition of a bad leader, and most of them had encountered examples of different bad leaders during their time at sea. Therefore, many traits of bad leadership are avoided if one is a generally friendly and thoughtful person. However, based on our results, it appears to be a high number of bad leaders. Therefore, one could conclude that seafarers consist of many people who are currently or have become bitter and mean, and therefore not fit to lead.

The widespread agreement on what leadership is, also warrants criticism of the selection of respondents. The consistency and criticism of good leadership that has been collected may reflect that we have received a skewed recruitment and that we have not succeeded in recruiting any leaders who represent the leadership that is being criticized. Reasonably, the leaders that are of the opinion that this type of leadership is good should be reflected in the results, that some think that the “bad” leadership styles are suitable.

5.2 Discussing leadership at sea

The results received on what distinguished leadership at sea were, for the most part, what was expected. Many spoke about the negative influences that the isolated environment at sea could have. The different factors that made the leader's actions more noticeable, the impact of decisions being made were stronger. Although, one participant brought up an interesting angle that was not expected. That the same factors that made a leader's actions more impactful actually could have a positive effect. By being isolated and secluded from society could work in favour of the crew and its leaders. If the leader and its crew could handle the

different tasks and issues presented on a ship at sea, it could benefit the crew morale and view of the leader who was in command.

5.3 Discussing safety at sea

Maritime safety is understandably a major concern for both governments, organizations, and shipping companies. This study focused on the angle of leadership and its effects on safety in chapter 4.4. The study showed that the leaders on board have a significant impact on the safety of their crew. In addition, several interview subjects thought that a bad leader is a direct safety issue.

One interview subject spoke of the importance of being a good role model as the leader on board. That if the leader takes safety on board seriously, this standard will spread amongst the entire crew. This is very interesting and shows the immense importance that the leaders have, not just in terms of safety. One bad leader could theoretically change the entire safety handling on board.

The results of this study showed that trusting your shipmates was also a cornerstone in safety on board. This requires that crew are well known to each other and preferably have worked together for some time. The frequent staff turnover can perhaps complicate this.

5.4 The importance of psychological safety

Whether people experience psychological safety or not is greatly affected by the leadership displayed at the workplace. Several students witnessed that this was not always the case on board. This is unsettling since the importance of psychological safety on ships is all the more critical. For example, a crew member who does not feel that his or her voice is heard, which does not dare to speak up, can have serious consequences. If this crew member has spoken on something or made a mistake, and then the commanding officer has poorly dealt with this matter. For example, scolded the person in front of the rest of the crew. This could result in that this person does not speak up on something the next time. Maybe then it is possibly a more severe situation. A step to solve this issue could be to increase tomorrow's leader's knowledge surrounding these subjects, either during the maritime education or some kind of learning process during their careers.

5.5 Discussing hierarchy on board

The hierarchy on board was something the majority of interview subjects felt was necessary. Although, a strong hierarchy was not preferable. One student spoke about the strict hierarchy on board large cruise ships that, according to him, was directly involved in an incident where one of these ships grounded. A climate on board where crewmembers of lower rank do not dare to speak up against officers or crew members of higher rankings could be a safety issue. This kind of situation then has very much in common with the unsafe work environment discussed in the chapter above regarding psychological safety (5.4).

The impression received from most of the interviews was that the hierarchy on board is at an appropriate level in Sweden. It is strict enough that the workplace functions in a reasonable manner, but still at a level where the social life on board did not suffer.

It should be mentioned that an interview study where engineers and students from different countries would participate, and not only Sweden, would perhaps result in other findings.

5.6 Discussing conflict management

Conflicts can be seen everywhere, and it is evident that you cannot agree with everybody at your workplace. What emerges from most of the interviews with the students is that they feel exposed during their on board training period and that it is essential to be assigned to a ship that provides the cadet with good learning conditions. It is understandable to feel exposed when placed in employment with a work team that already knows each other and has worked together for some time. It can therefore be difficult for some to try to become a part of the team suddenly.

Conflict management and psychological safety are two topics that go hand in hand. Looking closer at the conflict previously mentioned in the results section 4.7 regarding the power-tool incident, it is interesting to look at what went wrong and how it could have been handled. When the incident occurred, the student should have immediately felt that he has a valid reason to speak up and tell him no. It is not acceptable to treat someone like that, even if he made a mistake or not. This should have been brought up with the supervisor for the issue to be addressed to discuss the problem. Why things like this happen is hard to explain. Did the person who did this to the student have a bad day? It is possible to speculate widely about the matter, but above all, it is interesting how the problem was handled, that this person uses violence and that no one steps in to defend the student. This is where conflict management comes in. Would it not be better if the person who used violence instead would have talked to the student and explained that we clean our tools thoroughly after usage on this ship. The probability that there would have been any aggression from that point on would be unlikely.

As the officers of this study point out, it is a challenging subject that needs more attention in the maritime environment. Is it suggested that this could have been brought up more in school and leadership courses that the shipping company sends its employees to learn more about getting a group to work with conflict management regarding compromises and cooperation. Suppose existing issues in the workplace keep getting avoided. In that case, there is a risk of irritation building up, forcing a person to snap, which may have been the result of what was mentioned in the example previously.

5.7 Discussing the maritime educational system

One of the main research questions of this study was to find out if experienced professionals working at sea today and future maritime engineer's considerer that they acquired the right tools and knowledge to shoulder a commanding position after their studies.

An overwhelming majority of those questioned, both students and maritime engineers, meant that this was not something that they received. Many of them felt that there was much to be done in the educational system. Many topics such as leadership in general, cultural differences, and conflict management were underwhelmingly unrepresented during their education. The impression from the results on this matter is that becoming a maritime engineer is too theory-heavy and should instead focus on being more practical. The theoretical part that is included should focus more on the topics mentioned.

5.8 Method discussion

The choice of method was made to have a relaxed and calm conversation with the respondents. In addition, the participants were given an option to choose the time and place for the interviews. That being said, they could decide for themselves whether they wanted to participate in the study when they were enlisted at sea or disembarked at home.

A weakness with the choice of a semi-structured interview method was that it could sometimes feel somewhat inexperienced in the interview technique. Even though the leadership knowledge was of no concern, it could occasionally be demonstrated that there was a lack of experience in interview technique. If more time had been spent on this, the result could possibly be more optimal.

Another weakness in the choice of method is that it is only one person's views on the subject. No one gave counterarguments. This would limit the number of opinions in the final result if the choice of the method were group interviews instead (Denscombe, 2018 p.270).

Before the interviews were conducted, a certain number of broad questions were written down as an interview template and a few follow-up questions. These questions were assumed to be beneficial for the study. Since the authors in this study belong to the group of future maritime engineers, there was a certain preconceived knowledge on how the other students were assumed to feel about the subject. Therefore, it can be considered that the questions were based to some extent on their own opinions and experiences.

The snowball method did not quite generate the desired effect. The mass emails sent out to all relevant students did not either give the desired results. Despite these setbacks, we felt that the number of interviews conducted was sufficient. Regarding the many different nationalities and cultures at sea and in the Swedish merchant fleet, a more comprehensive study with more participants, including more countries than Sweden, would have been advantageous. The officers who have participated in the study reflect a relatively low average age compared to what was initially assumed by the authors. Since this paper has only focused on Swedish officers and students and not performed on participants worldwide, the number of participants was limited.

An attempt has been made to strive for an even percentage distribution between men and women at sea. Since the convenience selection method was initially used, there was no opportunity to influence this due to the lack of acquaintance with women working at sea. Hence, there are no women in one of the groups. The snowball selection method was of much more help to achieve the goal with a good margin in the other group, as women only consist of 2% of all who work at sea (*Women in Maritime*, n.d.)

The fact that we have conducted interviews has allowed our participants to express themselves in a calm and methodical way to a greater extent than he/she could have done if the study had only been conducted with questionnaires as initially intended.

Due to the current situation with Covid-19, more than 90% of interviews were conducted when the participant has been in their home using the platforms zoom and teams on predetermined dates and times. We believe this has had a significant impact on how honest and objective our participants have been with the answers we have collected in our results.

6. CONCLUSION

The purpose of this paper was to conduct a semi-structured interview study with experienced and future maritime engineers in order to find out:

- What according to them is good leadership?
- What distinguishes leadership at sea compared to land-based situations according to both groups?
- Did they acquire the right tools and knowledge during their education to shoulder a leading position after their studies?

According to both groups, a good leader is a humble person that is receptive to other's opinions. The leader must be able to recognize when he or she is wrong or has made a mistake. A good leader should act as a role model for the rest of the crew, motivate it's followers and treat everybody with respect.

According to both groups, leadership at sea is distinguished by the fact that a leader's actions are more noticeable at sea compared to land-based situations. Factors such as the limited space and the small crews working together at sea made the impact of the leader's decisions greater.

When asked if both groups acquired the right tools and knowledge during their education to shoulder a leading position after their studies, the results were unambiguous. Every interviewee believed that more could be done to prepare them for a top position.

6.1 Recommendations for further research

This thesis aims to lay the foundations or work as inspiration for further research regarding leadership at sea. Upcoming papers could be a Training Need Analysis for maritime students. The issue could be to identify the gap between the need and the education/knowledge development that takes place today. This could benefit the process to obtain a basis that can support the development work of the subject within the maritime programs at universities and, in the long run, create both safer and more efficient work environments on board.

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APPENDIX

Question template

Intervjumall

Sam Saetre
Robert Nilsson
Sjöingenjör 2017–2021

Syfte

Syftet med denna studie är att undersöka ledarskap till sjöss. Vi kommer utföra semistrukturerade intervjuer med nuvarande och framtida befäl för att ta reda på vad båda grupperna anser är viktiga egenskaper/kompetenser för bra ledarskap. Vad skiljer sig i synen på ledarskap till sjöss?

Deltagande

På grund av rådande omständigheter med COVID-19 pandemin som härjar i vårt samhälle kommer intervjuerna att ske över telefon eller zoom och materialet kommer med tillåtelse att spelas in. Intervjuerna är helt frivilliga, deltagarna har rätten att när som helst avbryta sin samverkan och allt material som den personen har bidragit med kommer då att raderas. Dessa semistrukturerade intervjuer kommer att vara helt anonyma och resultaten kommer stå till grund för vårt examensarbete.

Demografi

- Ålder
- Kön
- Nationalitet
- Antal år till sjöss
- Antal år i ledande befattning
- Studieår

Semistrukturerade Intervjufrågor:

Vad är bra ledarskap enligt dig?

- *Egenskaper?*
- *Varför?*
- *Vart ifrån grundar sig dina åsikter?*
- *Kan du ge exempel?*

Vad är dåligt ledarskap enligt dig?

- *Egenskaper?*
- *Varför?*
- *Vart ifrån grundar sig dina åsikter?*
- *Kan du ge exempel?*

Vad anser du om ledarskap till sjöss?

- *Varför ser det ut som de gör?*
- *Påverkar den unika arbetsmiljön, antalet dagar tillsammans?*
- *Vad skiljer sin från landsidan?*
- *Vart ifrån grundar sig dina åsikter? Erfarenheter, studier?*

Vad har du för erfarenheter om ledarskap till sjöss?

- *Vilka ledarskapstyper har du stött på till sjöss?*
- *Trender, i sådant fall varför tror du de?*
- *Egna erfarenheter*
- *Särskilda händelser?*
- *Vad gick fel?*
- *Hur hade det kunnat undvikas?*
- *Skulle de kunna hända igen?*

Hur viktig är din roll som befälhavare/Hur viktigt tycker du att befälhavarens roll är?

- *Hur stort värde har det att ha en bra/dålig befälhavare?*
- *Smittar det av sig, påverkar det alla leden i manskapet?*
- *Egna erfarenheter?*

Fick du med dig rätt verktyg från din studietid för att axla en ledarskapsroll till sjöss?

- *Om inte, vad saknades?*
- *Tidigare arbetsliv och dess påverkan*

för att återkoppla till ditt allmänintryck till ledarskapet, på de fartyg du har befunnit dig och det du har sett, hur skulle du vilja sammanfatta det?

Har du något på hjärtat som du känner att du vill dela med dig av som du tycker att vi inte har frågat dig?

Tack för oss

**DEPARTMENT OF MECHANICS AND MARITIME SCIENCES
CHALMERS UNIVERSITY OF TECHNOLOGY**

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