



ANTHROPOLOGICAL LEVEL OF THE MARITIME LEADERSHIP

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Annotation

Anthropological ideas of the maritime leadership development are discussed at the integral level of the vocational preparation of seafarers and skilled port workers in the paper. Development of the maritime leader's personality, based anthropologically by applying the universal vocational preparation, is revealed regarding vocational schizophrenia, division of theory and practice, emphasizing of physical functions by ignoring the valuably psycho-emotional activity, the whole of personality's principles at work, harmony of the maritime and continental self-concept, formalism of the EU conventions and the needs of the labor market, higher education as a universal vocational preparation, defragmentation of the vocational preparation, negative effects of the environment and the development of resistance to them. The type of the research is theoretically descriptive. The main methods, such as analysis, interpretation, heuristic analysis and synthesis, and methodological principles, such as existentialism, cognitive psychology and the paradigm of universal education, were used in the research.

KEYWORDS: maritime leadership; anthropology; vocational preparation; integral personality.

Introduction

Relevance and novelty of the problem. We have to adequately respond to vocational challenges of the work at extreme conditions. So, it is appropriate to bring up the personality based anthropologically, and to develop the maritime leadership as his/her special competency.

The most important field of this kind of researches is a vocational socialization (in a broad sense) as a special process by according to the needs of the labor market because of vocational competencies internalized for a successful professional activity.

Issues of the vocational socialization are globally raised in scientific works by considering the various factors of a successful integration into the labor market, and of survival therein (Scherer 2005; Koilias, Kostoglou, Garmpis, Heijden 2011; Basova 2012; Silva 2012; Navaitienė 2014; Lee, Porfeli 2015, etc.).

Preparation of seafarers and skilled port workers in the higher education must be based on anthropological criteria for the mature personality, so that a vocational development would be properly ensured and possibly smooth.

The methodology of the seafarers' preparation, based anthropologically, is especially important in processes of the maritime leader's vocational development because it helps formulate and solve the psychologically and hodegetically relevant issues of the vocational preparation by including theory and practice (Chapman 1992; Jezewska, Jaremin, Leszczynska 2007; Sąlyga 2007; Gerstenberger, Welke 2008; Lileikis 2011; Astikas 2012, etc.).

These issues are rarely discussed in the maritime science at the international level by prevailing professionalism with the problems of the maritime policy and of the maritime technology.

The problematic analysis of the integral personality consists of the vocational schizophrenia, division of theory and practice, emphasizing of physical functions by ignoring the valuably psycho-emotional activity, the whole of personality's principles at work, harmony of the maritime and continental self-concept, formalism of the EU conventions, and the needs of the labor market, higher education as a universal vocational preparation, defragmentation of the vocational preparation, negative effects of the environment, and development of resistance to them from the anthropological point of view.

The object of the research is an anthropologically-based development of the maritime leader.

The aim of the research is a consideration of anthropological ideas for the development of the maritime leadership from the integral point of view of the vocational preparation of skilled port workers and seafarers.

The tasks of the research are as follows:

1. Consideration of development of the integral personality in regard to vocational schizophrenia, theory and practice, physical functions and a valuably psycho-emotional activity, the whole of personality's principles at work, and harmony of the maritime and continental self-concept.

2. Discussion of ideas of the universal vocational preparation in reference to formalism of the EU conventions and the needs of the labor market, higher education as a universal vocational preparation, and development of resistance to the negative effects of the environment.

The type of the research is theoretically descriptive.

The main methods, such as analysis, interpretation, heuristic analysis and synthesis, were used in the research.

Methodological principles are as follows:

– Existentialism raises the existential issues of the human vocational life, and deep problems of the spiritual expression of the integral personality's nature that relates to the inner attitudes of the personality, and aspirations for the implementation of his/her natural vocation at the professional level;

– Cognitive psychology emphasizes a free and conscious personality who does not only passively depend on genes, sub-consciousness, reflexes and defense mechanisms but who is able to think, to learn and to improve; he/she is willing to become more conscious and integrally develop leadership competencies, and meaningfully choose a constructive vocational expression;

– The paradigm of universal education focuses on the development of all powers of the personality in the context of vocational preparation at the levels of horizontal and vertical human existence and of the biological, psychological and spiritual needs (Jovaiša 2001). This paradigm universally bases the development of competencies of the integral personality's self-leadership and leadership from the anthropological point of view.

Development of the integral personality

The needs of the healthy human are characterized by integrality from the anthropological point of view. All levels - physical, mental and spiritual - of human life must be harmonized. The vocational development is of great help to the personality who can express oneself at work and in his/her own life quite well by according to the self-leadership despite difficulties.

The anthropological basis of the European vocational development, and nowadays tendencies are analyzed. It is appropriate to raise a problem of the vocational schizophrenia (Gr. *σχίζειν* - to divide; *φρήν* - mind). The personality as a whole should not be divided into the human and the professional. General personal competencies compose the basis for development of the professional in a broad sense.

Theory and practice are artificially divided usually. Practice is more popular everywhere. Life is naturally broader than it can be described. However, the theory helps implement the practical needs from the scientific point of view. The scientific object of the research is presented in the broader socio-cultural, political and educational context but the practitioner is not interested in that. A conflict is naturally programmed.

However, the scientific theory can help a practitioner when he/she is seeking the higher education and development of his/her own mind.

It is important to help future seafarers and future skilled port workers expand their mental horizons, creatively combine theory and practice, and develop the maritime self-concept, insight and invention that determine the psychic self-regulation in difficult situations at extreme conditions, especially in the case of stress. Seafarers are experiencing a social isolation, monotony, loneliness or permanent being with the same people, and depression. It is appropriate to integrate the theory and practice in vocational studies in general.

The priority situation of theory or practice can rise:

– Practice is more important than theory when the person is subjectively searching for his/her own vocational direction, is trying, creatively modelling and transforming it because the situations are more complex in life than the conceptual models;

– Theory is more important than practice when you get, e.g. an elementary knowledge of work safety or when the vocational direction is scientifically objectified, compared and improved by using the scientific representative data on tendencies of experiences of seafarers and skilled port workers.

There are some conflicts at the level of expert evaluation of the maritime and port work:

– If the scientist is not a seafarer or skilled port worker, his/her researches of the hundreds of respondents unveil the objective facts in a broad perspective but these facts are surficial and not personally experienced;

– If the seafarer or skilled port worker is not a scientist, his/her results are subjective and based on the individual experience only. A synthesis of both representatives is mostly relevant. They can add something to the position of each other, so that every interested person could get the subjective and objective data in the universal context of the higher education.

Theory and practice might be synthesized as two equivalent levels of the same object in general:

– Theory is an instruction, which is a written practice, or results of empirical researches regarding the chosen scientific theory usually;

– Practice is a theory implemented and improved in working process.

Physical functions of the work are often emphasized. However, a valuable and psycho-emotional activity determines them only. So, the inner culture of the seafarer's and skilled port worker's personality determines the quality of physical functions. It is not appropriate to divide the physical and spiritual vocational activities of the personality.

Nevertheless, if only the spiritual or only the technological level of the personal vocational preparation is emphasized, then such position (as a life style of a future worker) would be opposed to the integral human nature regarding one's own career.

The long-life learning conception cannot be implemented by emphasizing the formal level of the vocational improvement. The personal self-development is based on the integral professional and general knowledge and abilities that must be permanently developed for the profession and for life from the anthropological point of view.

Vocation is a basic part of the socio-cultural human life. The personality gives meaning to his/her own life with the freely chosen ideals by permanently achieving and implementing a dynamic vocational activity.

William James (1842-1910) as a psychologist of USA has stated that ideals of the personality can create the dynamogenic feelings that promote energy. They are considered as the most proper engines for the activity in life (James cit. *The Heart of William James* 2010).

If the person develops the clear valuable ideals as aims of his/her life, of work, of efforts and self-limitation, and if he/she is independent and does not need an attention or approval of the society, and does not follow

fashions, and is strongly feeling of his/her own worth and can experience the sthenic feelings based on ideals, so, he/she is able to manage oneself in a difficult situation and crisis, and to keep his/her inner balance (Plużek 1996).

The vocational level as a mirror of the whole qualitative life (in this case) expresses the noblest worth of the personality when a sincere work, which is difficult and exhausts his/her health, is creating a product and is implementing the socio-anthropological idea of solidarity with others.

The human nature is expressed in the ideals and allows to creatively implement the professional area in a great mosaic of the labor market and quality of social life. The personality can authentically find oneself and improve in the society only because of his/her social nature.

The whole human and the whole his/her personal worth are implementing at work. So, the universal vocational development of the personality, especially in Eastern Europe, is considered as a tool of the integral preparation for the maritime career by developing the specific and general cultural and psycho-social competencies:

- To love oneself and others;
- To love his/her work and leisure;
- To appreciate one's own life;
- To extend his/her own needs;
- To learn experience a positive and socially valuable joy;
- To learn giving meaning to his/her different experiences and solve problems in accordance with the ideals and noble aims, and not fully giving up to the psychological repression.

The universal development includes a spiritual and psychological immunity, and is valid as a prevention and improvement of an adequate reaction to the possible difficulties, conflicts or injustice at work of seafarers and skilled port workers.

Studies of the personal valuable attitudes are more possible in the early youth when the cognitive level of values internalization is well-functioning regarding the psychology of the personality's development.

The older age is often not appropriate for studies of the attitudes because of life experience, disappointments, deviated values, exhaustion and illness. It was stated that psycho-physical disorders and especially exhaustion are often characterized by seafarers, and they find it difficult to learn and to think purposefully (Smith, Allen, Wadsworth 2006; Rapolienė, Šalyga 2012).

The maritime sector is sometimes characterized by the popular pseudo-ergonomic opinion that lets refuse one's own personal principles, and work by implementing the proper and accepted values only. Such kind of a behavior would be not good for the mental health of the personality because of a division of principles into the proper and improper in this case. The personality is a whole psycho-physical system and all his/her values might be used at work as an integral part of human life.

If the managerial wisdom of the head helps create good working conditions, the worker will be able to implement his/her work with all his/her valuable principles, fully, sincerely and with joy. However,

subordinates must be ready to accept the decisions of heads at normal conditions.

When the psychic of the worker is valuably divided in managerial relations, and when the worker is behavioristically considered as a slave or an unconscious individual, then he/she will not be able to fully implement his/her work by revealing only a part of his/her own personality. If the head fails to constructively manage, he/she usually uses more control.

Vocational schizophrenia destroys the integrity of the personality and expresses confidence in fragmental substitutes of the life-content meaning by limiting it with the fragments of divided existence:

- Pleasure without joy;
- Tasty but the body not enriching food;
- Sex without love;
- Compensation of one's own psychological problems with some activity, which is not rendering meaning to the problematic personality, etc. Psychoanalysts have stated the tendency of ignoring of one's own problems by compensating them with the activity, including suicide.

The view to oneself and to the environment, and to oneself being in different environments is divided. Self-consciousness and perceiving of the environment are naturally integral because the both are composing the general whole, and depend on each other. The maritime self-concept is combining with the one on land. Integral self-expression of the personality is important for the quality of his/her work and for his/her psycho-physical health.

Preparation for working at sea depends on the preparation for working in general and firstly on land. Former seafarers become skilled port workers usually. The person is the same everywhere but his/her characteristics reveal itself more at extreme conditions (Šileris 2007).

A healthy human is characterized by integral self-consciousness. His/her thinking, speech and behavior are harmonious. Respect of foreign people is based on respect and self-respect in homeland. Future seafarers and skilled port workers are often meeting, e.g. Muslims in the ship-crew and in port.

The danger of the multicultural development can rise when it is separated from the integrally cultural, ethnic and moral personal self-knowledge from the formal and economic points of view of the maritime leadership development.

Ideas of the universal vocational preparation of maritime workers

The meaning of the higher education for nowadays vocational preparation is conventionally rehabilitated. However, scientists note that the content of EU conventions and its implementation are too formal and are too much based on control and standards.

Narrowly thinking specialists with the limited competency are prepared by applying control. Fast technological and social transformations do need an operative reaction, so, specialists who would be able to quickly transform their skills and to think analytically and creatively.

Globalization provokes to resist to the development of narrowly defined competencies, and demands more consideration on a preparation of analysts as creators. It is an opposition to the standardization (Duoblienė 2010).

It seems that employers are searching for experienced workers but indeed they wish obedient people, “automates” or “robots”, subordinates with lower intelligence who do not know their rights, are (not creative) “practitioners”, so that employers could manipulate them with methods of modern slavery (Höffner 1996).

Reach supporters of higher schools are seeking an intervention into the programs of higher studies by wishing impoverishment and shortening of them by basing on economy and mentioned manipulation.

However, educated employers perceive that a creative, independent and responsible worker with the higher intelligence is more useful for the organization. Consciousness of workers of the maritime industry is emphasized from the point of view of the maritime self-concept development (Lloyd’s Register Educational Trust 2004).

It is useful to prepare mediocrities regarding narrow manipulative and politically economic interests but it is not acceptable in reference to the science and culture. Only the higher school can prepare the maritime elite, especially when seafarers are working at the managerial level. The maritime leader is naturally related to the universal education. When the seafarer is characterized by the limited mentality, he/she becomes a danger to oneself and to the ship crew at dangerous work.

Higher schools provide a higher education firstly and only then - the professional qualification (in a narrow sense) despite the criticism of higher education and science in the world. Achieved education should serve the whole qualification of the personality including the vocation with integrated approach.

European culture tradition expresses the universal implementation of the education heritage regarding Judeo-Christian ideology. Lithuanian professors (Škauskis 1936; Jovaiša 2001; Tījūnėlienė 2003) have mostly analyzed the universal and integral development of the personality. Comprehensive education is enriching the personality with the consciousness that is important to development of the maritime self-concept by experiencing one’s self-esteem and by satisfying the needs at the physiologic, psychologic and spiritual levels.

Vocational preparation of seafarers and skilled port workers is quite integral in Eastern Europe when practical actualities of the personality’s universal development are analyzed as a scientific problem.

Continuous improvement of the personality is implementing along with the vocational preparation that composes an integral part of the personality’s development. The education system requires harmony of the both components as directions of the personality’s self-development from the andragogic point of view.

Lithuania is characterized by tradition of the seafarers’ universal preparation based on I Republic and Soviet time. The system of the seafarers’ preparation in Eastern Europe might be an example for some other European maritime countries, characterized by post-

protestant mentality, that provide preparation of seafarers and declare the maritime high-tech meaning.

However, those countries do not show significant educational efforts for the preparation of cultural, responsible and noble seafarers who should represent their countries well and who would be interested in not only material salary but also in culture and would be able, e.g. to take on one of another nation into the ship crew and should wish to become open-minded and prosocial seafarers in general being positively proud of his/her profession in the society.

It is appropriate to develop the entire personality of the seafarer and skilled port worker regarding dynamic harmony of his/her attitudes, views, understanding; valuable, moral and professional position, abilities, accordance to the vocational activity at the physical, mental and socio-cultural level by improving the competencies. The seafarer or skilled port worker firstly is a human whose competencies integrally mark the structure of the personality as a professional.

We can hope that not only a professional seafarer but also a skilled port worker (who is conscious and matured in the academic culture characterized by the wide approach traditions) will be able to apply a responsible flexibility regarding to non-standard situations by adapting oneself to the unusual technique or another different person from the hodgepottical point of view. Nowadays a good education firstly means a nonstandard thinking, high level of creativity and flexible approach and behavior.

If the seafarer or skilled port worker develops a multipolar view, then their improved mental content empowers them:

- To take the creative potencies to solve problems in any unusual situation;
- To model or remodel the scenario of his/her own maritime career;
- To foster and forecast the culture of his/her own relationships to oneself and to the natural, social and technological environment.

The universal education as a universal development produces creative potencies and stimulates the personality to feel better his/her worthiness. We can find a lot of different and selective (so called “practical”) fragments of the simulative preparation in the higher education that is increasingly commercialized.

However, the necessity of defragmentation of the vocational preparation is naturally relevant in the nowadays epoch that is often characterized by destructive expressions and suicide from the classical point of view.

Wisdom does not allow to be *pro forma* limited with minimal fragments of the studies subjects in the higher maritime science. However, it is appropriate to help create and develop the full-fledged personality of the worker by revealing ways for the permanent and integral personal self-education by implementing the conception of long-life learning that is published in international documents of the higher education.

We need a systematic approach to education policy based on the development theory, so that the natural needs of the vocational self-development of future maritime leaders, who study and enrich themselves, would be satisfied.

Seafarers and skilled port workers must be professionally characterized by three main characteristics:

- Valuable characteristics based on positive life philosophy and constructive socio-cultural ideology;
- Business characteristics as special functions;
- Psychological characteristics, especially strategic and operative thinking, adequate reaction in nonstandard situations, ability of working independently and in a team, self-confidence, organization and permanent learning.

Quality of the work directly depends on the environment, on which must be creatively and responsibly responded by searching and taking on necessary deals (Ramsden 2000). A developed deeper and socially responsible approach to one's own life (despite negative effects of the environment) promotes to choose and appreciate an adequate, constructive and original way, which helps authentically and conventionally react in critical situations, in cases of force majeure, at bad weather conditions, by damage of technique and by experiencing psychological problems.

Seafarers have less opportunity to go ashore by strongly applying of new technologies, by accelerating of cargoes handling and by decreasing a number of crewmembers in some past decades. All their professional life is often limited by vessel.

So, it is very important to be able to cope with:

- Hard work,
- Undefined regime of working and leisure,
- Long hours of working,
- Noise,
- Vibration,
- Changing of meteorological conditions,
- Isolation from the family and friends,
- Frequent emotional tensions,
- Psychological terror (Kahveci 1999; Sąlyga 2007; Sąlyga, Malakauskienė, Jonutytė 2008).

The wider psycho-educational analysis of these issues is presented in the scientific monograph "Methodology of cultural and psychosocial maritime education" (2011) written by the author of this paper.

Possibilities of the personality's prosperity are encoded in the human nature. Integral vocational maritime preparation, based anthropologically, at the higher school is valid as a condition for development of the natural maritime self-concept and adequate self-esteem in any situations of the work and life from the complex point of view.

The long-term researches of the author of this paper have shown that future seafarers and future skilled port workers taking part in Erasmus+ program for studies abroad, and seafarers in the professional practice at sea use opportunities to visit other countries. They are able to observe, to fascinate themselves and to be interested in architecture masterpieces of buildings, traditions of local societies and national variety of the place.

Future seafarers and future skilled port workers fix all that and then share their experienced impressions with younger students at the Lithuanian Maritime Academy in public seminars by demonstrating photos or mini-movies and quite didactically commenting them.

Future maritime leaders respectfully enrich themselves abroad; they are able to represent their

homeland well and to develop their own natural full-fledged personalities.

Conclusions

We can formulate one general thesis based on anthropological ideas of the maritime leadership development regarding vocational preparation and professionalism. The integral approach to the personality of the seafarer and skilled port worker and to development of the maritime leadership allows:

- To create the universal local systems of the higher maritime vocational preparation;
- To combine natural, adequate and positive relationships between the holistic development of the human nature data and complex conditions of working on land and at sea at the culturally vocational level.

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KEYWORDS: maritime leadership, anthropology, vocational preparation, integral personality.

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