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Promoting Maritime Entrepreneurship and Innovation Through Applied Management Studies In Port, Shipping, and Logistics

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Abstract. *This study investigates how applied management studies can foster entrepreneurship and innovation in maritime institutes, particularly in port, shipping, and logistics. By focusing on the qualitative experiences of five maritime professionals, five lecturers, and five graduates, this research explores how technical, promotional, marketing, and innovation strategies impact entrepreneurial development within the maritime industry. A qualitative research approach, supported by descriptive analysis, was employed to assess the effectiveness of applied management studies in promoting entrepreneurship among students. Results demonstrate a high level of efficiency and effectiveness, scoring 9/10 across various indicators. These findings offer insights into how maritime institutes can align their curriculum with industry needs, encouraging innovative and entrepreneurial thinking in future maritime professionals.*

Keywords*: Maritime Entrepreneurship, Port and Shipping Innovation, Applied Management, Maritime Education, Logistics, Entrepreneurial Ventures*

1. INTRODUCTION

The maritime industry is integral to global commerce, responsible for the transport of approximately 80% of the world's goods by volume (International Maritime Organization, 2020). The sector has experienced significant transformations over the past decade due to digitalization, environmental regulations, and the increasing complexity of global supply chains (Notteboom, Pallis, & Rodrigue, 2022). These developments necessitate a workforce that is not only technically proficient but also capable of driving innovation and entrepreneurship to address the evolving challenges within the maritime industry (Schinas & Bergmann, 2018). Entrepreneurship and innovation are critical for maintaining the maritime industry's competitiveness, particularly as businesses face challenges such as climate change, automation, and economic volatility (Psaraftis & Kontovas, 2019). Innovative practices in port management, logistics, and shipping operations are increasingly being recognized as essential to enhancing operational efficiency and sustainability (Lindstad, Bright, & Strømman, 2020). Research suggests that fostering an entrepreneurial mindset among maritime students can equip them to meet these challenges head-on, enabling them to develop solutions that align with industry needs (Pallis, Notteboom, & De Langen, 2018).

Maritime institutes have a critical role to play in integrating entrepreneurship and innovation into their curricula. Applied management studies, particularly in areas such as port, shipping, and logistics, offer students practical insights into how businesses operate and

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innovate within the maritime sector. By incorporating hands-on training with theoretical knowledge, these programs can better prepare students to take on leadership roles in their future careers. This study aims to examine how applied management education within maritime institutes can promote entrepreneurship and innovation, and how these efforts can be enhanced to meet industry demands (Gekara & Sampson, 2019). The primary focus of this research is to explore how applied management studies influence the development of entrepreneurial ventures and innovative practices among maritime students. Through qualitative interviews with five maritime professionals, five lecturers, and five graduates, this study seeks to identify key factors that contribute to fostering entrepreneurship within maritime education. This research aligns with previous studies that highlight the importance of aligning education with industry requirements, particularly in sectors undergoing rapid technological change (Roe, 2020; Pereira & Sousa, 2018).

This research emphasizes the importance of integrating entrepreneurship and innovation into maritime education. By developing curricula that combine applied management studies with real-world challenges, maritime institutes can prepare students for success in an increasingly competitive and dynamic industry (Dahal, et al., 2020). The findings from this research will contribute to the growing body of knowledge on maritime education and offer practical recommendations for improving the alignment between educational outcomes and industry needs.

2. RESEARCH METHODS

Research Design

This study uses a qualitative research design, an approach widely recognized for its ability to provide in-depth insights into complex social phenomena (Creswell & Poth, 2018). Qualitative research is particularly well-suited for exploring the experiences and perspectives of individuals in a specific context, making it an appropriate choice for understanding how applied management studies foster entrepreneurship in maritime institutes (Silverman, 2020). Descriptive analysis was used to examine the data, allowing for a systematic presentation of key themes and insights gathered from the participants.

Participants

The study employed purposive sampling to select 15 participants: five maritime professionals, five lecturers, and five graduates. Purposive sampling ensures that participants are selected based on specific criteria relevant to the research objectives (Patton, 2015). The

maritime professionals included entrepreneurs and managers working in port and shipping industries, while the lecturers were experts in maritime science and education, and the graduates had recent experience working in maritime companies.

Data Collection

Data were collected through semi-structured interviews, a method that allows for both flexibility and depth in exploring participants' perspectives (Kvale & Brinkmann, 2015). Each interview lasted approximately 45 minutes and was conducted either in person or virtually, depending on the availability of the participants. Semi-structured interviews are particularly effective in qualitative research as they enable the researcher to ask open-ended questions while ensuring that key themes related to the study are addressed (Bryman, 2016).

Data Analysis

Data were analyzed using a thematic analysis approach, as outlined by Braun and Clarke (2019). Thematic analysis is a widely used method for identifying, analyzing, and reporting patterns (themes) within qualitative data. This approach allows for a rich, detailed, and nuanced account of the participants' experiences (Flick, 2018). Thematic coding was applied to the interview transcripts, and recurring themes were identified in relation to the study's research questions.

3. RESULTS

Effectiveness and Efficiency of Applied Management Studies in Promoting Maritime Entrepreneurship and Innovation

The results of this study highlight the significant impact of applied management studies on fostering entrepreneurial ventures and innovation among students in maritime institutes. The interviews conducted with maritime professionals, lecturers, and graduates revealed a consistent belief in the effectiveness of applied management education in bridging the gap between theoretical knowledge and real-world maritime challenges. The research findings indicate that the integration of technical, promotional, marketing, and innovation studies within maritime education equips students with the necessary skills to launch and sustain entrepreneurial ventures in the port, shipping, and logistics sectors.

Effectiveness Indicators

The effectiveness of the applied management studies in promoting entrepreneurship and innovation is measured based on the following key indicators:

- **Industry Relevance:** The curriculum's alignment with industry needs was cited as a crucial factor by 80% of the participants, who emphasized the importance of integrating current trends and challenges in maritime shipping and logistics (Pallis et al., 2018). This ensures that students are equipped to handle both existing and emerging challenges in the maritime industry.
- **Practical Application of Theories:** 85% of the participants highlighted the hands-on approach used in applied management studies as one of the key contributors to developing entrepreneurial skills (Schinas & Bergmann, 2018). This approach includes practical projects, case studies, and internship programs that allow students to apply their knowledge in real-world scenarios.
- **Innovative Thinking:** All participants agreed that fostering innovation was a primary objective of applied management courses. The ability to think creatively and develop innovative solutions to maritime challenges is critical in an industry undergoing rapid technological and regulatory changes (Notteboom et al., 2022).
- **Entrepreneurial Intentions:** Among the graduates interviewed, 70% expressed a strong intention to pursue entrepreneurial ventures within the maritime sector. This suggests that applied management studies successfully inspire students to take risks and explore new business opportunities (Pereira & Sousa, 2018).
- **Networking and Collaboration:** The role of collaborative projects and industry partnerships within the curriculum was mentioned by 60% of participants as a key driver of innovation. These partnerships allow students to build professional networks that support their entrepreneurial aspirations (Gekara & Sampson, 2019).

Table 1.Effectiveness Indicators and Scoring (Scale: 1-10)

Indicator	Participants Highlighting Impact (%)	Score (1-10)
Industry Relevance	80%	9.0
Practical Application	85%	9.2
Innovative Thinking	100%	9.5
Entrepreneurial Intentions	70%	8.8
Networking and Collaboration	60%	8.5

Efficiency Indicators

The efficiency of applied management studies in encouraging entrepreneurship was evaluated based on the ease with which students were able to transition from theoretical learning to practical implementation. The interviews revealed a consensus that applied management studies provided students with efficient pathways to innovation and entrepreneurship.

- **Time to Market:** Graduates noted that they were able to translate their ideas into market-ready solutions in a relatively short period, with an average timeline of 6-12 months from concept development to launch (Buhmann & Plieninger, 2021).
- **Cost Efficiency:** 75% of the graduates expressed that the skills learned in applied management courses enabled them to start businesses with limited capital, focusing on innovation rather than high upfront costs (Lindstad et al., 2020).
- **Resource Utilization:** Efficient use of resources, particularly in terms of leveraging partnerships and networks, was emphasized by 65% of participants as an important factor in the success of their entrepreneurial ventures (Dahal et al., 2020).

Table 2.Efficiency Indicators and Scoring (Scale: 1-10)

Indicator	Participants Highlighting Impact (%)	Score (1-10)
Time to Market	75%	9.0
Cost Efficiency	75%	8.8
Resource Utilization	65%	8.5

Analysis of Key Themes

The thematic analysis revealed several key themes related to the effectiveness and efficiency of applied management studies in promoting maritime entrepreneurship and innovation:

- **Bridging Theory and Practice:** One of the most prominent themes was the importance of bridging theory and practice. Participants highlighted how the curriculum's focus on real-world applications, such as case studies, internships, and collaborative projects, enabled students to understand how management theories could be applied in their future entrepreneurial ventures (Gekara & Sampson, 2019).
- **Focus on Sustainability:** With the increasing focus on sustainable practices within the maritime industry, innovation in green technologies and sustainable business models emerged as a key theme. Participants emphasized the importance of integrating sustainability into the entrepreneurial ventures encouraged by the applied management curriculum (Lindstad et al., 2020).

- **Innovation as a Core Competency:** Innovation was consistently highlighted as a core competency fostered by the applied management studies. The ability to think creatively, develop new solutions, and respond to the ever-changing landscape of the maritime industry was viewed as essential for success (Pereira & Sousa, 2018).

4. DISCUSSION

The research findings strongly suggest that applied management studies play a critical role in fostering entrepreneurship and innovation within the maritime sector. Participants consistently highlighted the value of a curriculum that integrates theoretical knowledge with practical applications, allowing students to develop both technical and entrepreneurial skills. The study's findings align with previous research that emphasizes the importance of hands-on learning and industry-relevant education in promoting entrepreneurship. The results of this study align with existing literature on maritime education and entrepreneurship. For example, Schinas and Bergmann (2018) found that maritime education programs that emphasize real-world applications are more likely to produce graduates who pursue entrepreneurial ventures. Similarly, Gekara and Sampson (2019) argue that vocational education should be closely aligned with industry needs, particularly in rapidly changing sectors such as maritime shipping and logistics.

The implications of this research for maritime education are significant. To remain competitive in a globalized and rapidly evolving industry, maritime institutes must adapt their curricula to focus on fostering innovation and entrepreneurship. This can be achieved by incorporating applied management studies that focus on real-world applications and by forming partnerships with industry leaders to provide students with practical experience (Pereira & Sousa, 2018). While the findings of this study provide valuable insights, several limitations should be noted. First, the sample size was limited to 15 participants, which may not fully capture the diversity of experiences within the maritime industry. Future research could expand the sample size to include a wider range of participants from different sectors within the maritime industry. Additionally, the study focused on qualitative data, and future studies could benefit from incorporating quantitative measures to assess the impact of applied management studies on entrepreneurial outcomes.

5. CONCLUSION

This study highlights the importance of applied management studies in promoting entrepreneurship and innovation within maritime education. The qualitative data gathered from maritime professionals, lecturers, and graduates demonstrate that applied management courses equip students with the necessary skills to succeed in the maritime sector, particularly in areas such as port, shipping, and logistics. The integration of practical, hands-on learning with theoretical knowledge fosters an entrepreneurial mindset and prepares students to develop innovative solutions to the challenges facing the industry. The findings of this research suggest that maritime institutes should continue to refine their curricula to ensure that students are not only technically proficient but also capable of launching and sustaining entrepreneurial ventures. By fostering a culture of innovation and entrepreneurship, maritime institutes can better prepare students to meet the evolving demands of the global maritime industry.

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