

FINAL REPORT, MG AND CSR PROJECT

November 2016

World Maritime University

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The Danish Shipowners Association and the Danish Maritime Authority



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Project Name	Maritime Governance and Corporate Social Responsibility
Description	<p>The project is committed to creating a model mandatory <i>MG & CSR</i> course for applicability to all six Master level specializations offered by WMU in Malmö, and Outreach activities including Professional Development Courses (PDCs) and seminars that may be adapted to special circumstances in specific international locations. For the course a database including relevant literature will be created.</p> <p>It is also the aim to Regulatory review & review of MG and CSR in the maritime industry, of legal requirements at regional, national and international level and aspects of MG and CSR in maritime sector</p> <p>The project aims to examine methodologies and incentive schemes for shipping companies that indicate socially and environmentally responsible companies in developing countries. The project is also committed to examine governance, legal and political frameworks of MG in maritime administrations in various developing nations. Compile good practices that can be utilized in order to strengthen values and ethical behaviour in maritime administrations. Finally, a scientific publication will be an outcome.</p>
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Executive Summary

This is the final project report in the Maritime Governance (MG) and Corporate Social Responsibility (CSR) project, ref. no. 2013-019, and is funded by The Danish Shipowners Association and the Danish Maritime Authority through the Danish Maritime Fund. The overall objective of the MG and CSR project is to contribute to the promotion of awareness and the improvement of knowledge about MG and CSR in different regions of the world, with specific focus on the ship and port interface.

A Master level course has been created, including the topics, Maritime Governance, Public Administration, Business Ethics, Values, Ship and port interface, Sustainable Energy management, Introduction to CSR, and a MG and CSR workshop. An industry and seminar reference group was created in order to ensure both an industry and an academic view of the course. Members were invited to a workshop and others have provided materials that have been used in the course. One member took part in the delivery of several courses. This feedback has fruitful and informed the development process of the course very well. A database including articles and reports relating to MG and CSR and website relating to MG and CSR was also created. The planned Outreach seminars were cancelled in 2016.

The course has been evaluated by two independent Quality Assurance assessors on the course quality and delivery satisfaction. The assessment could confirm that the course was delivered as part of WMU specializations in 2014, 2015 and 2016. Student evaluations were favourable and positive and had been conducted in line with the procedure for all WMU courses. The course was designed appropriately and in consideration to the topic. An internal quality review was also undertaken in order to assess the impact of the modules or the research element of the project. The course outline was viewed to be clear and detailed and made demands on students' understanding, leading them into new ways of thinking. It was argued that the course provided the tools that would be of immediate real-life use after graduation, equipping the alumni to play their parts in implementing good maritime governance practice around the world. An evaluation was made as to whether the course was suitable as a distance learning offering. It was concluded that with appropriate adaptations, the course is a suitable candidate for distance learning. A study has been conducted to understand to what extent MG and CSR are taught in the current post-graduate level education in Europe and other regions. The sample of 33 higher education/ universities was taken from the network of the International Association of Maritime Universities (IAMU). The study revealed that there is only one of the 33 institutions that have a course that includes some aspects of the WMU course. However, there is no inclusion of the focus on corruption in the maritime industry.

Two working papers have been written, one that includes a regulatory review of the legal requirements for developing MG in the Maritime sector and provides a definition of MG. The second paper focuses on both MG and CSR, defining CSR and drawing on the MG definition from the first paper a perception survey forms the base of the argument to suggest a new Term of Reference for MG and CSR, the so-called G-R model. The paper includes a perception study and a list of initiatives. The project deliverables have been presented at several conferences during the project lifetime and a scientific publication will be submitted based on Working Paper II. The project team attempted to partner with the Danish University of Technology under the Green Ship of The Future project, and Copenhagen University. The course has been promoted on several occasions, and a final article will be distributed. In conclusion a budget is provided for the project lifetime and there are eight appendices attached.

1. Introduction

This is the final project report in the MG and CSR project, ref. no. 2013-019, and is funded by The Danish Shipowners Association and the Danish Maritime Authority through the Danish Maritime Fund.

1.1 Objectives

The objective of this research project is to agree upon a concept of MG in maritime administrations in the developing nations and also gain lessons from CSR in the maritime industry. This two pronged concept is based on (1) examining methodologies to promote improved governance in maritime administrations in developing nations and (2) examining incentive schemes for shipping companies to indicate that those companies act in a socially responsible manner while at the same time striving towards the best environmental performance.

It examines best practices in maritime governance in developing nations that exist or could be applied to improve maritime services and policies that would promote a more effective and consistent services in maritime sector impacting the shipping industry. It should also be kept in mind that in doing so shipping companies should not be burdened with additional regulations and bureaucracy. The motivation for improved MG and CSR, therefore, must generate its attraction from competitive advantages that it may create, such as: 1) a positive image of the service culture and higher ethical standards of maritime administrations in developing nations and participating shipping companies, 2) a good reputation that may help to attract customers and retain high quality seafarers and other benefits that may result from the recognition of such a scheme by Port State Control or insurance, to mention a few.

This project is a natural continuation of the accomplishments that Danish Shipowners have achieved in the report "On a course for a better world," a report that focused on the socio-economic impacts of Danish shipping companies. The report refers to a study that shows that reduced trade costs and increased imports of intermediate goods within the EU also stimulates productivity, innovation and competitiveness outside the EU. The report however, points to the problem that despite increases in international trade and overall GDP per capita in developing countries, this has often taken place without increasing income equality and welfare. In the maritime sector, low cost sea transport facilitates the export of agricultural products from developing countries that would otherwise not be profitable to export, thus generating income and employment in these countries. The overall conclusion is that companies develop successful business models while they at the same time, generate socio-economic benefits. The report concludes that corruption is the greatest challenge for Danish shipowners who wish to follow regulation and be a socially responsible business.

The Danish Shipowners Association (DSA) has partnered with the Danish Maritime Authority (DMA) in regards to this project to support an investigation of how developing countries understand the MG and CSR agenda and to provide funding for a new course to take place at World Maritime University (WMU) in Malmö, which is a partnership that seeks to create capacity building in developing countries regarding socially responsible businesses.

2. Aim and objectives: Milestones

The project is committed to creating a model mandatory *MG & CSR* course for applicability to all six Master level specializations offered by WMU, and Outreach activities including Professional Development Courses (PDCs) and seminars that may be adapted to special circumstances in specific international locations.

The model course was intended to be a mandatory 8 ETCS¹ (Bologna Compliant) course of two weeks requiring a minimum of 15 hours of direct teaching contact, and another 30 hours of student reading/research and formal assessment (examination/presentation), as stipulated on page 2 of the project application. This has however had to be changed. WMU has undergone an accreditation process and aligned all courses to the structure given by the accreditation company. All of our courses have thus been changed last year, and are more of 4 EC or 6 EC. Although the output promised to the Danish Maritime Fund is not different, it is merely a different calculation of ECTS.

What this means in practical terms is that the MSc course called “MG & CSR” then accumulates 2 ECTS (European Credit Transfer and Accumulation System), comprising 50 hours in total (including lecturing contact hours, preparation, reading course material, assignments, revision, and exams). The accreditation that WMU has undergone involved the Quality Assurance Assessment of all courses, including the MG and CSR course, by five independent assessors.

It is also the aim to accomplish the following:

- An investigation of several Maritime Governance structures in developing nations and also practices of CSR in different industries. Background information with regard to challenges during implementation, as well as advantages, disadvantages, conflicts of interest and other important features will be highlighted.
- An overview of legal requirements on different levels that may foster the development of both improved Maritime Governance in the developing nations.
- An overview of current developments that already address certain aspects of CSR culture in the maritime industry will be provided, including presentation of a theoretical framework for CSR in a maritime context to be developed with guidance given for the implementation and the measurement of progress of the implementation and compliance with the principles of maritime CSR.
- Research conclusions presented at conferences and seminars during the study period including the conference proposed for late fall 2013 as mentioned earlier, and in the form of reports, and published work in a scientific journal, under the acknowledgement of the financial support of the Danish Maritime Fund and on the WMU website, targeting different stakeholders in the maritime community

The milestones inserted in the project description can be found as Appendix 1. Below is a matrix that shows when the individual deliverable was expected to be finalised and when it was completed.

¹ More details regarding the European Credit Transfer and Accumulation System (ECTS) can be found at: http://ec.europa.eu/education/lifelong-learning-policy/ects_en.htm

Table 1: Project planning of milestones for MG and CSR project

No.	Deliverable description	Planned finish	Actual finish
	Project lifetime	03.05. 2013	30.04.2016 – prolonged to 30.09.2016
1	Create database setup for literature MG and CSR database & project website	30.09.2013	01.09.2013
2	Literature search and survey	30.09.2013	August 1, 2013 and presented 21.01.2014
3	Establishment of R&D team and sponsorship of Ph.D./MSc student(s)	3.10.2013	R&D completed 2.07.2015.
4	Seminar presenting findings	30.09.2013	Completed 15.11.2013 Postponed to 21.01.2014 due to CSR conference in November 2013
5	Workshop I <i>To present and review module lectures-syllabi</i>	31.12.2014	Completed 15.12.2013
5a	Regulatory review & review of MG and CSR in the maritime industry. Review of legal requirements at regional, national and international level.	31.12.2014	Completed 01.10.2014
6	Test of MG & CSR course module / (re-testing due to re-adjustments requested by DSA & DMA) 86 students in all.	31.12.2014	Completed week 6 (MLP-21 students) week 6, (MSEA- 38 students), week 18 (MET-19 students)
7	Preparation of Outreach Seminar I (internal)	31.12.2014	Completed by WMU 30.04.2014
8	Review of aspects of MG and CSR in maritime sector Examine methodologies and incentive schemes for shipping companies that indicate socially and environmentally responsible companies in developing countries Examine governance, legal and political frameworks of MG in maritime administrations in various developing nations. Compile good practices that can be utilized in order to strengthen values and ethical behaviour in maritime administrations	31.12.2014	28.11.2016
9	Workshop II	31 august 2014	Completed 09.09.2014
10	Trail delivery of 1 MSc course		Completed 25.04.2015 (MEOM-8 students)
11	Deliver 2 MSc courses	30 april 2015	Completed 6.02.2015 (MLP -13 students) (MEOM-6 students)
12	Project midterm report	30 april 2015	Completed approved by NAB and sent 30.04.2015

13	Workshop III	30 april 2015	Completed 1.04.2015
14	Deliver 2 MSc courses	31 July 2015	PM (20 students) and SML (23 students) completed 30.04.2015 An extra course was delivered for MET (16 students) 30 completed 24.07.2015.
15	Workshop IV	31 July 2015	Completed 8.07.2015
16	Outreach seminar I	30 april 2016	
17	Outreach seminar II	30 april 2016	
18	Final project report	30 april 2016	Due to prolongation of project lifetime, due by 30.11. 2016.
19	Scientific publication	30 april 2016	Working paper II has been completed and will be re-formatted to suit an academic publication.

3. Findings and outcome

The findings and the outcome of this project consist of:

- The development of a MG and CSR, a MSc 2 ECTS course in including syllabi descriptions for all lectures, literature and materials
- A database including articles and reports relating to MG and CSR and website relating to MG and CSR
- Industry review, seminar and reference group
- Working Paper I: Regulatory review in the Maritime sector
- Working Paper II: Maritime Governance and Corporate Social Responsibility: A context for a responsible maritime industry. The paper includes a perception study and a list of initiatives.

The following subsections describe the development of the above mentioned findings and outcome.

3.1 The MG & CSR course and Outreach seminars

The MG and CSR course has been developed in accordance with the milestones described in the project application. The literature search and survey that was completed in 2013, guided the development of the course. Workshop I was held for the team of professors in the project. Here the course developments were presented and discussed. The course syllabi were revised and then approved at WMU's Curriculum Assessment Committee and then tested and re-tested in 2014 in three different specializations, taking into consideration the comments provided by DMA and The DSA. These test courses were discussed at Workshop II. A final trial test of the course was then delivered based on a summation of the previous evaluative work.

The first courses were ready for delivery in February 2015. DSA was invited to take part in any of the five courses delivered in 2015 however it was not possible to come. Workshop III was used to develop the Outreach seminars that were to take their point of departure in the MSc course. The final Workshop IV was used to develop the workshop part of the MG and CSR course that had been requested by DMA and DSA. The final course to be delivered was on July 2015, in accordance with the milestones described in the project

application. Although it is beyond the project deliverables, it can be mentioned that the course has also been successfully delivered in three specializations in 2016.

The syllabus descriptions for each single module of the course have been drawn up and the course has been developed by the responsible Professor. A case methodology has been developed for the course as requested, and this provides a framework for developing case studies. A document has been drawn up.

The Research and Development Team that has been created worked with the course outline and created learning objectives and outcomes for each individual module. There have been workshops conducted in order to discuss, plan and develop the course curriculum. The course syllabus has been sent to DSA.

The WMU MSc course will be called “MG and CSR course” (2 EC) and encompasses the following subjects:

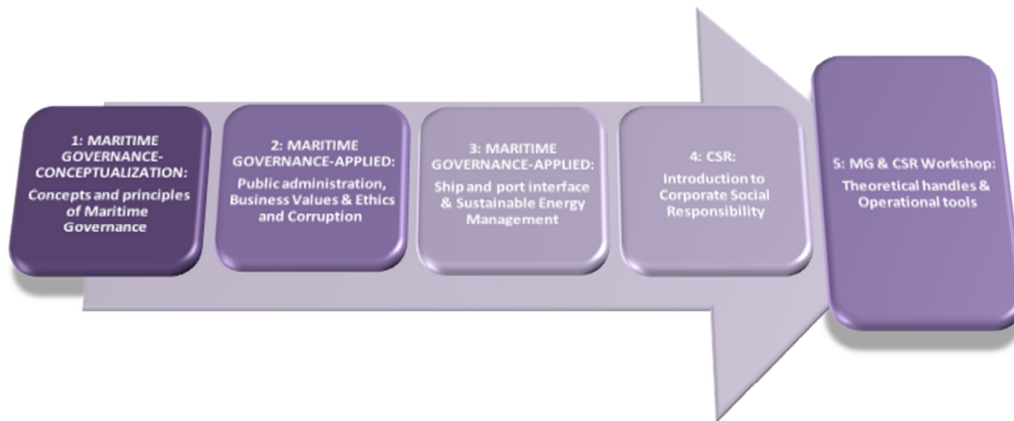


Figure 1: Outline for “MG and CSR course”.

The course descriptions are included as Appendix 2.

The work involved in planning the Outreach seminars has been difficult. Work has been done at WMU to put together a suggestion for these seminars, in terms of topic and geographical placement. It has been difficult to arrive at a final decision, despite many meetings internally at WMU and meetings with DSA and DMA. Ultimately this work was cancelled in a meeting held on June 24, 2016. There are therefore funds relating to Outreach that have not been used.

3.2 Database and website

A database has been developed to ensure that WMU students have an easy access to relevant materials and knowledge relating to MG and CSR. This website has also contributed to the growing body of assignments that are written in the area of MG and CSR. The database is also helpful in relation to the MG and CSR course and course assignments given to the students, and training in using the database has been fruitful for the students.

A website has also been developed to promote initiatives and news events relating to MG and CSR. This website has received a lot of attention from viewers in both developed and developing countries, and this activity will continue to be tracked past the project lifetime.

The comments to the website include statements that it provides interesting information about a range of aspects relating to MG and CSR.

3.3 Industry review, seminar and reference group

A research reference group has been established around the course, predominantly of researchers, but also of some participants from the industry. It was not possible to recruit Danish supporters to the research reference group. Letters of invitation had been sent out but there was no response, despite inquiries to DSA.

Members of the research reference group have been invited to some of the workshops and some have been asked to provide feedback and materials. Two members from the industry have contributed with information and materials to the course in general, and to the development of some of the case material presented. A third member has taken active part in the delivery of the course and provided materials. This feedback has very fruitful and informed the development process of the course very well.

<i>No.</i>	<i>Date</i>	<i>Establishment</i>		
<i>a</i>	<i>25 February 2014</i>	<i>A research group proposal was put forward to WMUs Faculty Forum by L.L. Froholdt.</i>		
<i>b</i>	<i>23 April 2014</i>	<i>It was agreed that L.L. Froholdt should establish a Research and Reference group at WMUs official Faculty Forum. A proposal was drawn up as to the responsibilities of such a group. L.L. Froholdt would also attract industry participants.</i>		
6	28 June 2015	Stena Line Group, Sweden	Mr. Erik Lewenhaupt, Head of Sustainability	Responded 2 July 2015 with a signed Letter of Intent. A member of the Research reference group
7	25 May 2015	Division for Ocean Affairs and the Law of the Sea, Office of Legal Affairs of the United Nations (DOALOS).	Dr. Yoshinobu Takei, Legal Officer	Responded and accepted membership 8 June 2015.
8	4 June 2015	Magsaysay Maritime Corporation, Philippines	Mr. Marlon R. Roño President	Responded 4 June 2015 and accepted membership. Letter of Intent sent 28 July 2015.
9	28 May 2015	ICOflect, UK	Dr. Anne-Marie Warris, Principal	Responded 28 May 2015 and accepted membership with a signed Letter of Intent.
10	2014	WMU	Olof Linden, Director of Research,	accepted membership
11	2014	WMU	Neil Bellefontaine, Vice President Academics	accepted

			membership,
12	2014	WMU	Aykut Olcer, Head of Energy Efficiency Management, accepted membership
13	2014	WMU	Ilias Visvikis, Director Executive Professional Development & Ship Management and Logistics, accepted membership
14	2014	WMU	Dr. Larry Hildebrand, Head of Ocean and Environmental Management, accepted membership
15	2014	WMU	Dr. Daniel Moon, Head of Port Management, accepted membership
16	2014	WMU	Dr. Lisa L. Froholdt, Maritime Education and Training, accepted membership
17	2016	WMU	Dr. Momoko Kitada, MET accepted membership -June, 2016

3.4 An overview of legal requirements on different levels that may foster the development of both improved Maritime Governance in the developing nations

This document entitled “Working Paper I; Regulatory review in the maritime sector” has been completed in October, 2014, and sent to DMA and DSA.

This Working paper I provides a definition of MG and is included Appendix 3 in this report.

3.5 An investigation of several Maritime Governance structures in developing nations and also practices of CSR in different industries and an overview of current developments that already address certain aspects of CSR culture in the maritime industry

This deliverable has been completed in a report and perception study presented at a meeting at the premises of DSA on the 21st of January, 2014. A paper entitled Working paper II has been completed in November, 2016 based on this work. The paper provides a definition of CSR and presents a new Term of reference model of MG and CSR that can used to promote a more responsible maritime industry. The Working paper II is included as Appendix 4.

3.6 Research conclusions presented at conferences and seminars during the study period, and in the form of reports, and published work in a scientific journal.

The project findings have been presented on the following occasions:

- “Söfarts sikkerheds spørgsmål og miljø påvirkning; CSR” Presented at Almedalen July 4, 2013.
- “A new MG and CSR project – tentative findings” Presented at World Maritime Day in Gothenburg, September 26, 2013.
- “CSR in developing countries” Presented at Researcher roundtable at the Sustainable Development Solutions Network (SDSN); A global initiative for the United Nations, conference in Copenhagen October 24, 2014.

- Working Paper II will be revised in order to be able to submit it as a scientific publication to an academic Journal. It is suggested to submit the article before the end of the year 2016, to the WMU Journal of Maritime Affairs.
 - The *WMU Journal of Maritime Affairs* (JoMA) is an international peer reviewed journal that covers the subject areas of maritime safety, marine environment protection and shipping operations and gives, in this context, special attention to human factors and the impact of technology. JoMA is for scientists and professionals in maritime administration, industry and education. It aims at serving the international maritime community by presenting fresh ideas and current thinking on subjects of topical interest, reporting on relevant research findings and addressing interrelationships between safety, environment protection and efficiency of maritime transport.

3.7 Course evaluation

Overall the course has received positive evaluations from students across the specializations at WMU. These evaluations can be seen in Appendix 8.

In November 2016, two external assessors were recruited to evaluate the course as stipulated in the project description. A package was prepared for their perusal, which included the MG and CSR project description, MG and CSR course syllabus descriptions 2014, MG and CSR course syllabi descriptions 2015, student evaluations, and comments to the course by DSA and DMA.

The external assessment document of the course is entitled “WMU External Examiners Report regarding the Maritime Governance (MG) and Corporate Social Responsibility (CSR) course module” and is attached as Appendix 5 in the report.

However, final comments from the assessors are:

“We reviewed the documentation provided to us and, based on the materials provided to us, can confirm that the lecture/course modules were delivered as part of the courses in the identified WMU Specializations in 2014, 2015 and 2016. The student evaluations, which appear to follow the standard course evaluations for WMU courses, were also received and appear generally favourable and positive with respect to the instructor concerned.

In terms of the scope of the assessment envisaged in the project description (as set out above in paragraph 3), our assessment is, however, limited in several respects (aside from the constraints of the time available to review materials in during our visit).

Other than observing that the description of the content of the MG & CSR lectures appeared to be appropriate and relevant to the topic we are not in a position to comment in-depth on the substantive content and approach in the modules. We did not carry out student interviews and based on light of the documentation provided we are unable to comment on the impact of the modules or student demographics. Based on the materials provided we are also not in a position to comment on the extent to which project research was undertaken to identify best MG & CSR practices in national maritime administrations”.

26 November 2016

Professor Emerita Moira L. McConnell (Dalhousie University, Canada)

Professor William Ritchie (Aberdeen and Lancaster Universities, United Kingdom)

An internal assessment of the course has also been undertaken by the Head of Registry and Chair of the Quality Assurance Committee at WMU, and is entitled “Internal Quality Assessment of MG and CSR Teaching”. This document is attached as Appendix 6 in the report.

This internal quality review was undertaken in order to assess the impact of the modules or the research element of the project. The course outline is viewed to be very clear and detailed. The student feedback gives a clear impression that the whole course was new material for them, making demands on their understanding, and leading them into new ways of thinking. The review argued that this demonstrates the importance of such an interdisciplinary course within the teaching offered at WMU, and its utility in the future to the students after graduation. It was further argued that the course provided the tools that would be of immediate real-life use after graduation, equipping the alumni to play their parts in implementing good maritime governance practice around the world.

3.8 Quality assessment for distance learning

Here is a summary of the results of an evaluation of the Master Level Course: Maritime Governance (MG) and Corporate Social Responsibility (CSR) and its potential candidacy for distance learning.

Key issues identified in the MG & CSR Programme are primarily in regard to the transfer of knowledge in the learning outcomes for all the modules associated with cognition, emotional intelligence, ethics and interactivity. There is also the consideration of technical issues. An online course requires its participants to have access to a stable internet connection, a web camera, and a computer – a sincere limitation in many developing countries.

The requirement for group work, which aids in developing an understanding of the social cognitive skills outlined in the Learning Outcomes, demands a synchronous delivery of course content, a method of delivery which presents its own challenges, such as local time barriers in a global environment, high demands on technology and high speed internet and it is also challenging for students with difficulties facilitating communication with others. The advantages of a synchronous method of delivery are that it is convenient, cost-effective and it contributes to a sense of community lacking in asynchronous learning.

Mitigation

The main task before moving forward with a distance learning course in MG & CSR, is adapting the course material and delivery to suit the specific learning outcomes.

Compensatory adjustments must be made to the current model, as the classroom delivery of the MG & CSR is heavily reliant on face-to-face interaction, group work and trust exercises. For example, a theoretical discussion of “corruption” - however abstract - is a sensitive issue for many individuals. Virtual activities, such as online trust exercises, “webinars” and live lectures are ways forward in addressing the challenges of virtual group work. Some research suggests that the very use of a virtual interface aids in the disinhibition of participants in distance learning programmes (Cunningham, 2011).

Recent studies in cognition and the psychology of learning also suggest that the manner of presentation of course material to distance learning students can greatly increase the transfer of knowledge; by implementing associative relevance pedagogical methods, participants of the study showed “tremendous improvement” in their ability to take in new information (Ahmad, 2015).

From a design perspective, research has shown that carefully considered colour in the graphic interface has had a positive impact on developing trust in distance-learning students (Pelet & Papadopoulou, 2011). In order to secure potential technical shortcomings that can arise, this report recommends the partnership of local public or higher education facilities in the home country of the participant.

Conclusion

It is concluded that, with appropriate adaptations, the Master Level Course: Maritime Governance (MG) and Corporate Social Responsibility (CSR) is a suitable candidate for distance learning.

The full analysis is inserted as Appendix 7.

3.9 Comparative evaluation of higher education/university programs

The mandate for this deliverable was to insert a comparative evaluation of other higher education/university programs that offer MSc programs in MG and CSR.

A study has been conducted in order to understand to what extent Maritime Governance (MG) and Corporate Social Responsibility (CSR) are taught in current post-graduate level education in Europe and some other regions. The sample was taken from the network of the International Association of Maritime Universities (IAMU). The IAMU is one of the largest networks funded by Nippon Foundation consisting of maritime universities which offer post-graduate level education. It was originally founded in 1999, representing all the continents of the world. As of November 2016, the IAMU memberships include 63 members from 35 Countries.

The selected methodology is content analysis, searching each member university's website for the information about their post-graduate level courses in terms of MG and CSR. From the previous research by Froholdt (2015), several keywords emerged, for example, "CSR", "business ethics", "governance", "leadership", and "sustainability". This study employs these keywords as the main concepts which may be used in the curriculum design, syllabus, course material and so forth. The data have been analysed both quantitatively and qualitatively.

This pilot study used a sample of 33 members representing Europe and Africa of the IAMU member universities. This group was sub-categorised into 4 regions: Africa (2), East Europe (16), West Europe (11), and Scandinavia (4). The sampling list of the IAMU universities in these regions is listed in Table 1.

The first analysis was to show how many IAMU (regional) universities in the sample offer a post-graduate level course in relation to the element of CSR. Eight universities include some CSR element in their Master courses and one university in their Diploma course, whereas only three universities clearly offer this in their PhD courses. From this study it is apparent that CSR is not taught much or ignored from the contents of the current maritime business studies. It is partly because some of these sample universities are inclined to teach traditional mariners' education and training, such as nautical science and marine engineering. In those universities where an emphasis on license-based curriculums is made, it was observed that MG and CSR are not paid much attention. Some universities in West Europe (e.g., UK and Germany) have faculty or senior researchers who have published academic papers on CSR, business ethics, and sustainability; however, these universities do not necessarily accommodate these topics in their post-graduate courses.

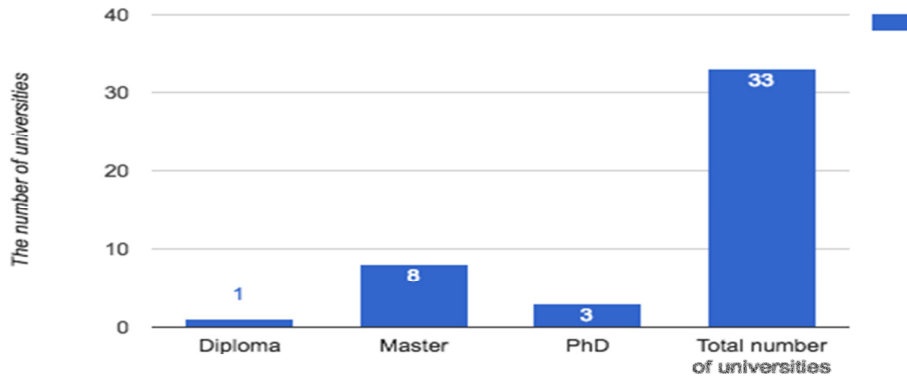


Figure 2: The number of the IAMU member universities in the sample which offer a post-graduate level course in relation to the element of CSR.

Furthermore, when analysing keywords included in the post-graduate level courses, the majority of Master courses deal with “governance and leadership” or “sustainability and leadership” (see Fig. 3). “Leadership” is often taught in a rather fashionable manner, for example in the subjects of “Organizational leadership”, “Change management” or “Business Excellence”. They do not seem to be necessarily connected to governance, business ethics and corruption in the maritime sector. The gap between theories and practice when teaching leadership and management also reflects very few occurrences of the keywords, “MG”, “CSR” and “Business Ethics” in the post-graduate courses.

While the majority of the sample universities have either a few or no inclusion of the keywords in their post-graduate courses, only two universities appeared to integrate CSR concepts into their curriculums. The first example is the Estonian Maritime Academy of Tallinn University of Technology (Estonia). Under their Human Resource Management (HRM) course in Masters, there is a course titled, “ST525 RESPONSIBLE MANAGEMENT”. This module is designed to provide students with a conceptual framework for understanding how organizations and managers can optimize the triple bottom line - economic, social, and environmental sustainability – through a successful Corporate Social Responsibility (CSR) strategy. It is equivalent to 6 ECTS (Europe), requiring on-line assignment before arrival and 30 classroom hours over two weeks. Another example is the HSB – City University of Applied Sciences, Centre of Maritime Studies (Germany). In this university, various business management and administration related master courses are available, such as “Policy and Sustainability MA” degree. Their course has a lot of emphasis on ILO methodology in relation to CSR and is designed to target general students, most likely without any particular interest in the maritime industry.

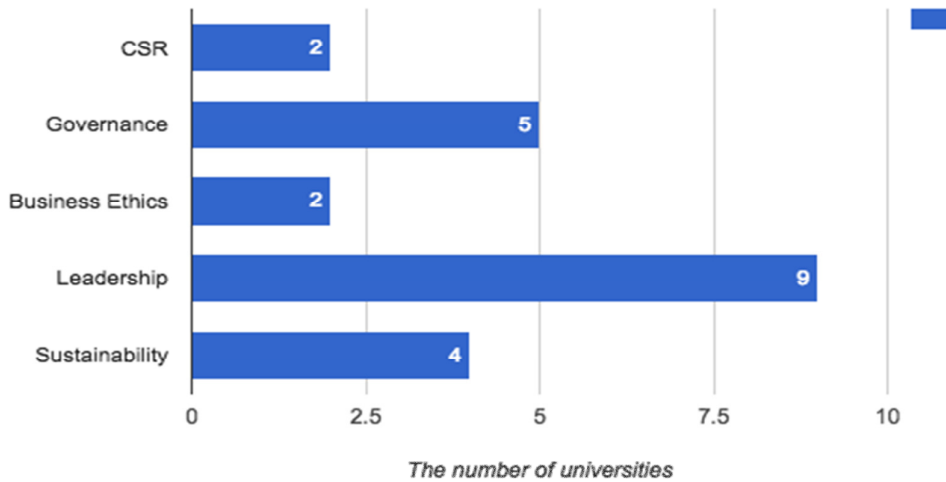


Figure 3: The number of the IAMU member universities in the sample which cover five keywords in their post-graduate level courses.

Figure 4 shows the regional distribution of the IAMU member universities in the sample which covers five keywords in their post-graduate level courses. From this figure, Africa may not have much focus on CSR as of yet in their post-graduate level education; East Europe shows only a few universities offering such courses, yet the example of Estonian university shows a competency in designing a comprehensive curriculum about CSR-related courses; West Europe presents a high popularity in leadership element into their courses, which is not necessarily related to the issues of MG, business ethics and corruption, but rather to educating business executives with higher degrees; and finally, Scandinavian universities are lagging behind in offering such courses as their result is very similar to the one of Africa.

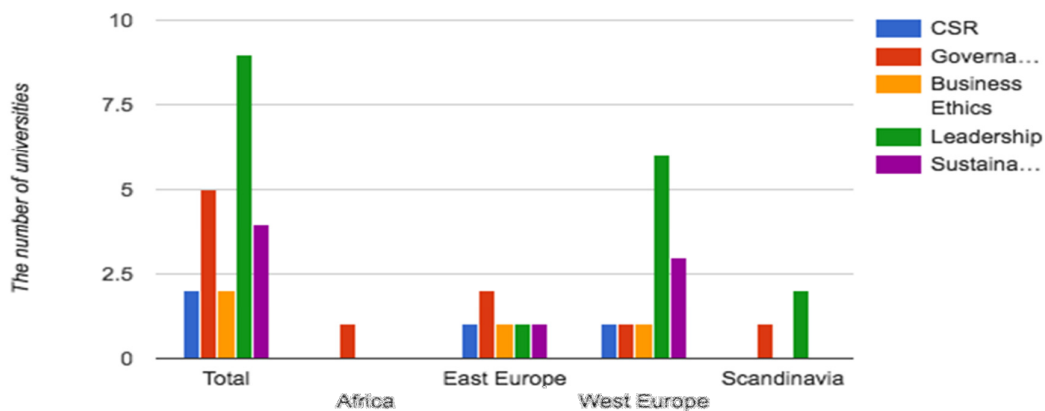


Figure 4: The regional distribution of the IAMU member universities in the sample which cover five keywords in their post-graduate level courses.

In conclusion, there does not seem to be regional gaps in teaching CSR matters at the post-graduate level. There are some disparities observed however it is clear that more higher education/universities can consider some emphasis on MG and CSR and CSR in business practices.

The study concludes that no course offering in higher education that has the content of the WMU MSc course.

3.10 Promotion of the MSc course

The MSc course has been promoted on several occasions. The database has been updated and two exhibitions were created in the university library with access to the MG and CSR database. This has been done in both April and July on the WMU website, on WMU facebook and linkedin profiles.

- The Official press release covering the initiation of the project on 3 May 2013. This press release was sent out to Danish media and displayed on the WMU website.
- The project was promoted on the CSR Maritime website when this was established in 2013.
- An advertorial was published in the bulletin "The Friends of WMU". The Friends of WMU, Japan, Contact & Access, 1-15-16 Toranomon, Minato-ku, Tokyo 105-8524 that is edited by the Ocean Policy Research Institute (OPRI) of the Sasakawa Peace Foundation: <http://www.wmu.sof.or.jp/>
- The MG and CSR course was promoted on the WMU website in July 2015, and has also been promoted in the WMU newsletter.
- IMO News was asked to insert a brief advertorial of the fall 2015 edition, but this was declined.
- An article has been written in conclusion of the project which will be posted on the WMU website and the inserted in the WMU newsletter. The article will be sent to the Danish maritime bulletin Soefart, Lloyds List, as stated in the midway report, April 30, 2015.

It was the plan to promote the course in connection with the Outreach seminars in the Maritime Executive and IMO news. However, at the meeting held in June 24, 2016, between WMU and DMA and DSA, it was decided to cancel the Outreach seminars. These promotion ideas were then also cancelled, and as the final approval of the project came as late as it did, on the 29 November, the day before the submission of the final report, it is too late to follow up. There are therefore funds allocated that have not been used.

3.10 Partnering with a Danish university

It was requested in the project description that the project team partnered with a Danish university.

During the project lifetime contact was made to the Danish Technical University (DTU) and in specific The Green Ship of the Future (GSF) project. The Head of Secretariat, Ms. Anne Katrine Bjerregaard was invited to a meeting at WMU September 10, 2015 to discuss a potential collaboration. The meeting was extremely positive and WMU was then invited to the following planned GSF member meeting on October 1, 2015. This has been described in the Activity report, 3rd quarter, 2015 that was sent to DSA.

However, following this, it has been pointed out that GSF is not a core unit of a university, but more so a research and innovation collaboration based at DTU. WMU has contacted the Sustainability Science Center at Copenhagen University, which is led by Professor Katherine Richardson in order to establish further collaboration in relation to research and education.

As stated above, Lisa L. Froholdt contributed with a presentation entitled “CSR in developing countries” at a Researcher roundtable at the Sustainable Development Solutions Network (SDSN): A global initiative for the United Nations, conference in Copenhagen October 24, 2014. Copenhagen University took part in arranging this conference and WMU is part of the SDSN network group.

If the contact to Copenhagen University does not take form, contact will be made to the CBS Centre for Corporate Social Responsibility at Copenhagen Business School.

4. Budget

The budget for the project is presented here. It can be noted that there is funding that has not been used. The reasons for this are explained below.

The man hours used to complete all revisions of the Working paper II that took place from April 2016 and to its actual approval on November 26, 2016 are not charged to this project. It is the view of WMU that the revisions requested were in line with the project description and should therefore not be a financial burden for the project.

Actual cost and budget MG & CSR project								
All cost in EURO	2013	2014	2015	2016	Total	Budget	Deviation	Notes
WMU Faculty Expenditure	33.956	61.209	54.313	12.219	161.696	236.106	-74.410	A)
Non WMU Faculty Expenditure								
Outreach Seminars (2 locations)					0	24.000	-24.000	B)
Research Resources	2.422	641	124	41	3.228	1.000	2.228	C)
Promotion and publications	0	330	0	0	330	3.500	-3.171	D)
Conferences and seminars	0	565	0	0	565	12.000	-11.435	E)
Intern (IT university DK)	8.750	1.000	0	0	9.750	22.200	-12.450	F)
TOTAL	47.141	65.758	56.451	14.276	175.569	298.806	-123.237	

Table 3: Actual Costs and budget MG and CSR project

NOTES TO BUDGET:

- All cost indicated in the table above has been forwarded as invoices attached to the Activity Reports during the project period.
- The invoices include a breakdown of the cost.
- The total budget was 298.806 Euro and actual invoiced cost has been 175.569 Euro leaving a total deviation (unused funds) of EURO -123.237 explained as notes A)-F) with reference to the budget lines as follows:

Note A): WMU Faculty expenditure was less than planned in 2015 partly due to slow progress in developing the Outreach seminars. Another reason why man hours have not been used is due to the changes DSA and DMA wished to make to the MSc course. In the original project description, it was planned to use an Associate Professor to develop lectures in relation to the economic leg of CSR. However, it was the wish of DSA and DMA that this topic be taken out, and a workshop with practical tools relating to the other lectures in the course. The progress of the project was slow in the fall of 2015, due to the many discussions regarding the Outreach seminars and the revisions of Working Paper II were still ongoing. Focus was put on completing the paper in order to release funds.

Note B): This is in part due to the exclusion of the Outreach seminars, but also due to difficulty in agreeing on a topic and geography for the seminars, which resulted in the fact that man hours for in depth planning was never carried out.

Note C): This item has been used for books and materials for the course, as well as additional costs related to a number of meetings that were held in excess, all mutually agreed by WMU, DSA and DMA. These meetings were held in order to advance the collaboration in the project. It is therefore asked if 2.228 EURO can be moved from Conferences and seminars to cover the excess cost in Research Resources.

Note D): The promotion of the course and outreach seminars did not take place as forecasted in the Midway Report, April, 2015.

Note E): Funds for conferences have not all been used. The reason for this was that staff planned to attend conferences relating to the topics and geography for the Outreach seminars that was to be agreed with DSA and DMA. This was however never accomplished, and the funds were therefore not used.

Note F): Man hours for developing the database have not all been used, as this simply was not necessary. The Internal IT task was much easier to accomplish than initially expected.

5. Appendices:

1. Milestones for the MG and CSR project
2. MSc course syllabus descriptions
3. Working paper I
4. Working paper II
5. WMU External Examiners Report
6. Internal Quality Assessment
7. Distance learning analysis
8. Student evaluations

Appendix 1

Milestones for the MG and CSR project

Ref. No. 2013-019 Funded by The Danish Maritime Fund



MG and CSR Project Milestones

Project Milestones and Deliverables	Milestone/Deliverable	Project duration
Committed to the Danish Maritime Fund		3 years
Phase 1 (2013)		
Establishment of course R & D team & Sponsorship of PhD/MSc student(s)	Initiation of project Literature search & survey MG & CSR Database setup	Month 6
Maritime Governance in Mar Admins & CSR industry review, seminar and reference group	Seminar presenting findings Course module discussion	Month 9
Phase 2 (2014)		
Regulatory review in the maritime sector	Project workshop, Preparation & test of course module	Month 12
Review of aspects of MG & CSR in the maritime sector	Outreach Seminar	Month 12
Phase 3 (2015)		
Development of the maritime MG & CSR course	Project workshop 2 Presentation of results Trial Delivery of 1 MSc Course	Month 16
Promotion of the MG & CSR course	Project mid-term report Project workshop 3 Delivery of 2 MSc courses	Month 18
Promotion of the MG & CSR Course	Project workshop 4 Delivery of 2 MSc Courses	Month 27
Phase 4 (2016)		
Final Reporting and Seminar	Delivery of 2-3 Outreach courses Final Project Report	Month 36

Appendix 2

MSc Course descriptions

Ref. No. 2013-019 Funded by The Danish Maritime Fund



Code: MG & CSR Maritime 1
Subject: Maritime Governance
Credits:xxx
Hours: 3
Assessment: Assignment
Faculty in Charge: Assistant Professor, G. Theocharidis (GT)

Aims: To provide a foundation for the appreciation of the concept and elements of ocean governance / maritime governance as well as actors involved. To define the concept of maritime governance, from the port administration and port state perspective, and in relation to port and ship. To provide incentive schemes for socially responsible companies.

Learning Outcomes:

The student will be able to describe:

- The concept of ocean governance / maritime governance, including the relationship between ocean governance and maritime governance
- The elements of ocean governance / maritime governance, including its principles, approaches and tools
- Actors involved in ocean governance / maritime governance at the national, regional and global levels, including their cooperation and coordination
- Links between ocean governance / maritime governance and corporate social responsibility (CSR)
- Incentive schemes for socially responsible companies.

Syllabus Content:

- Introduction
- Concept of ocean governance / maritime governance
- Principles, approaches and tools of ocean governance / maritime governance
- Actors involved in ocean governance / maritime governance
- Links between ocean governance / maritime governance and CSR
- Maritime governance: Port administration and Port state
- Maritime Governance in relation to the interface between ship and port
- Practical tools and incentive schemes for socially responsible companies and best practices of companies in developing countries.

Recommended Texts:

- P.K. Mukherjee and M. Brownrigg (2013) *Farthing on International Shipping*. 4th edition. Heidelberg: Springer, 173-197 (Chapter 10: Maritime Governance).
- D.R. Rothwell and T. Stephens (2010), *The International Law of the Sea*. Oxford: Hart Publishing, 461-485. (Chapter 19: Oceans Governance)

References and Recommended Reading:

- Agenda 21, Rio, 14 June 1992.
- Borgese, E.M. (1998), *The Oceanic Circle: Governing the Seas as a Global Resource*. Tokyo: United Nations University Press.

- Chang, Y.-C. (2010), "International Legal Obligations in Relation to Good Ocean Governance" 9 *Chinese Journal of International Law*, 589-605.
- de Marffy, A. (2004), "Ocean Governance: A Process in the Right Direction for the Effective Management of the Oceans", 18 *Ocean Yearbook*, 162-192.
- FAO (2012), "Ocean governance and relevant outcomes from Rio+20", COFI/2012/6/Rev.1, June 2012, available at
- <ftp://ftp.fao.org/fi/document/COFI/COFI_30/default.htm>.
- Freestone, D. (2008), "Principles Applicable to Modern Oceans Governance" 23 *International Journal of Marine and Coastal Law* 385-391.
- Houghton, K. (2014), "Identifying New Pathways for Ocean Governance: The Role of Legal Principles in Areas beyond National Jurisdiction", *Marine Policy* <<http://dx.doi.org/10.1016/j.marpol.2014.04.007>>.
- IMO, *A Concept of a Sustainable Maritime Transportation System* (2013), available at <<http://www.imo.org/MediaCentre/HotTopics/SMD/Pages/default.aspx>>.
- IOC/UNESCO, IMO, FAO and UNDP (2011), *A Blueprint for Ocean and Coastal Sustainability*. Paris: IOC/UNESCO.
- Juda, L. (2007), "The European Union and Ocean Use Management: The Marine Strategy and the Maritime Policy", 38 *Ocean Development and International Law* 259-282.
- Haward, M. & J. Vince (2008), *Oceans Governance in the Twenty-first Century: Managing the Blue Planet*. Cheltenham: Edward Elgar.
- Oude Elferink, A.G. (2012), "Governance Principles for Areas beyond National Jurisdiction" 27 *International Journal of Marine and Coastal Law*, 205-259
- Payoyo, P.B. ed., (1994), *Ocean Governance: Sustainable Development of the Seas*. Tokyo: United Nations University Press.
- Roe, M. (2012), *Maritime Governance and policy-making*. Springer London Ltd.
- Rothwell, D.R. and D.L. VanderZwaag (eds.) (2006), *Towards Principled Oceans Governance: Australian and Canadian Approaches and Challenges*. London: Routledge.
- "Special issue: International Ocean Governance in the 21st Century: Perspectives from the IUCN Commission on Environmental Law's Specialist Group on Oceans, Coasts and Coral Reefs" (2008) 23(3) *International Journal of Marine and Coastal Law*.
- United Nations Convention on the Law of the Sea, 10 December 1982 (1833 UNTS 396).



Prepared by: YT and LF

Date: March 2015

Code: MG & CSR 2.1

Subject: Public Administration

Credits:

Hours: 1,5

Assessment: Assignment

Faculty in Charge: Professor Lawrence Hildebrand

Aims: To provide an overview of the role of government in policy formulation and the administration of maritime affairs. To define and examine "maritime administration" conceptually and in terms of governance and organizational structure using modern management methodologies and techniques. To provide practical insights into how maritime administrations in developing countries can be strengthened through more socially, ethically and environmentally responsible behaviours and practices.

Learning Outcomes:

After attending this course students will be able to:

- Understand the role of the government in policy formulation and the administration of maritime affairs;
- Appreciate the concept of maritime administration, organization and governance and new public management;
- Understand the importance of implementation and enforcement of international regulations in the context of maritime safety and marine environmental pollution prevention;
- Evaluate the short-comings and challenges in maritime administrations, particularly in developing countries, and explain the methodologies to promote more socially, ethically and environmentally responsible maritime governance.

Syllabus Content:

- What is Public Administration?
- Are public and private managerial roles different?
- Power and Authority in public affairs
- New Public Management: reinvention and privatization
- Management styles among public leaders
- Leadership in public organizations
- Rational tools for Public Administration & Public Policy
- Problem orientation
- Value analysis
- Social process
- Decision process
- Maritime administration/management in developed/developing countries
- Socially and environmentally responsible behaviours and practices

Recommended Texts:

- Barchue L.D., "The voluntary IMO Member State Audit Scheme: An accountability regime for states on maritime affairs", *WMU Journal of Maritime Affairs* 8 (2009), 61-70.
- Rosenbloom D., Goldman D.D., *Public Administration: Understanding Management, Politics and Law in the Public Sector*, New York: Mac Graw-Hill, 1998.

- Slack B., *Appropriate Models of Port Governance: Lessons from the Port Authority of New York and New Jersey in Shipping and Ports in the Twenty-first Century: Globalisation, Technological Change and the Environment*, London: Routledge, 2004.

References and Recommended Reading:

- Auer M., "The Policy Sciences of Social Media" (2011), *Policy Studies Journal*, Vol. 39, Nro. 4, 709-736
- Charih M., Daniel A. (eds.), *New Public Management and Public Administration in Canada*, Toronto: The Institute of Public Administration, 1997.
- Hughes O. E., *Public Management & Administration: An Introduction*, London, MacMillan Press, 1998.
- International Risk Governance Council (IRGC), *White Paper on Risk Governance-Towards an Integrated Approach*, IRGC, 2006 (available online).
- IMO, *Procedures for Port State Control*, London, 2000
- Montero Llácer, "Panamanian Maritime Sector Management", (*Marine Policy*) 28 (2004) 283-295
- Mukherjee P.K., Brownrigg M., *Farthing on International Shipping*, WMU Studies in Maritime Affairs Vol. 1, Berlin, Heidelberg: Springer, 2013.
- Oude Elferink A.G., Rothwell R.R. (eds.), *Oceans Management in the 21st century: Institutional frameworks and responses*, Leiden: Martinus Nijhoff, 2004.
- Pallis, A.A., "Maritime interests in the EU policy-making: Structures, practices, and governability of collective action", *WMU Journal of Maritime Affairs* 6 (2007) 3-20.
- Plaza F., *Maritime Administrations Models*, FINAL REPORT, EUROMED (available online)
- Roe, M.S., "Safety, security, the environment and shipping: The problem of making effective policies", *WMU Journal of Maritime Affairs* 7 (2008), 263-279.
- Starling G., *Managing the Public Sector*, Cengage Learning, 2010



Prepared by: LH
Date: March 2015

Code: MG & CSR Maritime 2.2

Subject: Business Values and Ethics

Credits:xxx

Hours: 1,5

Assessment: Assignment

Faculty in Charge: Assistant Professor Lisa L. Froholdt (LF)

Aims: To provide a foundation for the appreciation of the concept and elements of business values and ethics in the maritime workplace. Values are examined and how they can be applied to the individual and the corporate organization. Ethics and ethical standards are also examined in terms of their role in guiding the relationships of individuals and organizations that impact performance and the moral and productivity of employees.

Learning Outcomes:

The student will be able to understand and describe:

- The concept of values and ethics in the maritime workplace / including how working relationships are impacted by differing states of values and ethics,
- The elements of business ethics and corporate and personal values and how to foster an ethical culture are expected to be understood by the student,
- Corporate behaviours and standards, Code of Conduct, employee values and ethical standards, corruption and their impact on work performance,
- Public service values are also explored in the context of ethical behaviours, observation of laws, impartiality/non-partisanship and professionalism as a business resource in the conduct of the workplace and with customer stakeholders.

Syllabus Content:

- Defining and contextualising business ethics in MG and CSR, and the practical implications for organisational behaviour,
- Human Resource Management and instilling corporate values and business ethics,
- Codes of conduct in general and the concept of corruption in particular and application/impact on corporate enterprises and public service organizations,
- Higher ethical standards as a competitive advantage due to improved MG & CSR.

Recommended Texts:

- Armstrong, M. 2006. A Handbook of Human Resource Management Practice. 10th Edition.
- Martin, G. Managing People and Organizations in Changing Contexts. 2006. Elsevier.
- http://www.transparency.org/whatwedo?gclid=CIntwKv_xMACFcGQcgodCH0APQ

References and Recommended Available Reading:

- Coady, Linda & Coro Strandberg, *Corporate Social Responsibility and the Shipping Industry: A Global Perspective*, A paper prepared for the Nippon Foundation, April 2012.
- Laasch, O. and Conaway, R.N. (2014). *Principles of responsible management: Glocal sustainability, responsibility and ethics*. Cengage learning.
- McIntosh, M., Thomas, R., Leipziger, D., and Coleman, G. 2003. *Living Corporate Citizenship: Strategic Routes to Socially Responsible Business*. FT Prentice Hall, London.
- Tanimoto, Kanji & Suzuki, Kenji, 2005. *Corporate Social Responsibility in Japan: Analyzing the Participating Companies in Global Reporting Initiative*. Working Paper 208.
- <http://www.unodc.org/unodc/en/corruption/index.html>

Prepared by: LF

Date: 6 February 2015

Code: MG & CSR Maritime 3.1

Subject: Ship and port interface

Credits: xxx

Hours: 1.5

Assessment: Assignment

Faculty in Charge: L. Froholdt, Ph.D. (LF)

Aims: To identify contemporary issues for the ship and port interface specifically in relation to corruption. To develop a general understanding of good governance of the ship and port interface, particularly in terms of using practical tools and good examples. To discuss research findings, how international and national institutions have addressed corruption and how the public and the private actors in the industry can under a new Term of Reference push the Maritime Governance (MG) and Corporate Social Responsibility (CSR) agenda in relation to corruption.

Learning Outcomes:

The student will be able to describe/identify/explain/discuss/analyse:

- Corruption issues in the ship and port interface; Examples of corruptive behaviour
- Good practices and tools to mitigate corruptive behaviour
- Research findings, international and national instruments and tools
- How MG and CSR in concert can enhance a more responsible maritime sector

Syllabus:

- Common issues in ship and port interface
- Tools and incentive schemes to enhance good governance in the ship and port interface, case studies
- Instruments / Intervention level / Examples
- Discuss a term of reference for improving MG and CSR in the maritime industry

Recommended Text(s):

- WMU handouts, (unpublished)

References and Recommended Reading:

- Elkington, J. (1994) Towards the Sustainable Corporation: Win-Win-Win Business Strategies for Sustainable Development. *California Management Review* 36 (2), Pp. 90–100.
- Yliskyla-Peuralahti, J. and Gritsenko, D. (2015) Corporate Social responsibility and quality governance in shipping. *Ocean Yearbook Online* 29 (1), pp. 417-440.
- Yliskylä-Peuralahti, J. and Gritsenko, D. (2014) Binding rules or voluntary actions? A conceptual framework for CSR in shipping, *WMU Journal of Maritime Affairs*, 13(2): 251-268.
- Brammer, S., Jackson, G. and Matten, D. (2012) Corporate Social Responsibility and institutional theory: new perspectives on private governance *Socio-Economic Review* 10, Pp. 3-28.

- A Corruption Risk Assessment (CRA) report released by the Independent Corrupt Practices and other Related Offences Commission (ICPC); the Technical Unit on Governance and Anti-Corruption (TUGAR) and the Bureau of Public Procurement (BPP) with the support of United Nations Development Programme (UNDP)
<http://www.nigeriatradehub.gov.ng/News/tabid/98/entryid/50/clearing-goods-at-nigerian-ports-require-79-signatures.aspx>
- <http://www.nigerianports.org/news.aspx?id=414>
- Sequeira, S. (2011). *Displacing corruption: Evidence from a trade liberalization program*. London School of Economics. Mimeo.
- Brodin, A. (2010) Shipping and the Port Sector in Sub-Sahara Africa. Swedish Maritime Administration and the Swedish International Development Cooperation Agency.
- World Bank (2016) *Doing business: measuring regulatory quality and efficiency*. 13th edition. World Bank Group. DOI: 10.1596/978-1-4648-0667-4.
- Takei, Y. (2014) *Regulatory review in the maritime sector*. Working paper I. Research project "Maritime Governance and Corporate Social Responsibility. World Maritime University.
- Froholdt, L. L. (2016) *Maritime Governance and Corporate Social Responsibility: A context for a responsible maritime industry*. Working paper II. Research project "Maritime Governance and Corporate Social Responsibility. World Maritime University.
- Sequeira, S. and Djankov, S. (2014). Corruption and firm behaviour: Evidence from African Ports. *Journal of International Economics* 94. Pp. 277-294.
<http://ssrn.com/abstract=1592733> or <http://dx.doi.org/10.2139/ssrn.1592733>
- Sampson, H., Acejo, I., Ellis, N., Tang, L. and Turgo, N. (2016) The relationships between seafarers and shore-side personnel: An outline report based on research undertaken in the period 2012-2016. Seafarers International Research Center. ISBN: 1-900174-48-0.
- Hindell, K. (1996) Strengthening the ship regulating regime. *Maritime Policy and Management* 23 (4). Pp. 371-380.
- Roe M. (2013) *Maritime governance and policy-making*. Springer, London.
- Gritsenko, D. (2014) Governing external cost of shipping in emission control areas: An Instrumentation Approach. *Journal of Maritime Research* Vol XI. No. II (2014). Pp. 89-95.
- Clark, X., Dollar, D. and Micco, A. (2004) *Port efficiency, maritime transport costs and bilateral trade*. NBER Working papers 10353.
- Yang, D. (2008) Integrity for hire: An analysis of a widespread customs reform. *Journal of Law and Economics*, Vol 51, No. 1. Pp. 25-57.
- KPMG International (2015) Currents of change: The KPMG survey of corporate responsibility reporting. Report.

Code: CSR Maritime 3.2

Subject: Sustainable Energy Management in the Shipping Industry

Credits: xxx

Hours: 1.5

Assessment: Assignment

Faculty: Assoc. Prof. Aykut I. Ölcer, Ph.D. (AIO)

Aims: To provide a general understanding of energy management and efficiency, renewable energy and innovation concepts. To develop knowledge of these concepts and relate this to practical tools that can be applied in the shipping industry in order to improve environmental performance.

Learning Outcomes:

- The student will be able to describe, explain and discuss:
- Existing maritime energy related legislation for shipping industry, in particular MARPOL Annex VI Chapters 3 & 4
- Environmental and economic pressure for fuel saving
- Technological innovation in the maritime industry and its triggers
- Ship design/operation and energy management and efficiency
- Renewable energy and LNG as a marine fuel
- Practical tools for improving environmental performance

Syllabus Content:

- Triggers for shipping innovation and ship design
- Energy efficiency, emissions and fuel costs
- IMO relevant legislation
- Energy efficiency and ship resistance; (hull form optimisation, air lubrication, patterned surfaces etc.)
- Energy efficient ship operations; trim optimisation, weather routing, ballast water management etc.)
- Solar and wind energy and their applications
- LNG as a marine fuel and retrofitting
- A tutorial in applying practical tools in order to enhance environmental performance

Recommended Texts:

- Looking for another way, Alternative propulsion systems, MER, November 2011, pp. 28-32
- Hirdaris and Cheng, The role of technology in green ship design, IMDC2012 proceedings, pp. 21-40, Glasgow, Scotland, UK, 11-14 June 2012
- Lloyd's Register LNG Fueled Newbuilding Demand Study, <http://worldmaritimeneeds.com/archives/66817>, last access on 17th of October 2012
- Building a future, Editorial comment, The Naval Architect – RINA publication, September 2012, page 7.
- Finnish yard pioneers green technology, The Naval Architect - RINA publication, Feb. 2012, page 50.

- Taking the guesswork out of trim, BIMCO Bulletin, Volume 107, August 2012, pp.42-44

References and Recommended Reading:

- Marine engineering and technology: proceedings of Martech 2011, 1st International Conference on Maritime Technology and Engineering, Publisher: Leiden, the Netherlands: CRC Press, 2012, ISBN:9780415621465; 0415621461

Prepared by AIO
Date: 11 February 2015

Code: MG & CSR Maritime 4

Subject: Introduction to Corporate Social Responsibility

Credits:xxx

Hours: 3

Assessment: Assignment

Faculty in Charge: Asst. Professor L. L. Froholdt, Ph.D. (LF)

Aims: To provide a fundamental understanding of the CSR concept, How is CSR defined and the history of Corporate Social Responsibility. To provide knowledge about strategies and processes for implementing a successful CSR strategy, using case studies and practical exercises. To understand how social, environmental and financial challenges are meaningful to business relations in shipping.

Learning Outcomes:

The student will be able to describe/identify/explain/discuss/analyse:

- The basic principles of Corporate Social Responsibility
- The business case for CSR
- What a CSR strategy is and how it can be used to enhance business activities
- The importance of aligning CSR strategy with CSR communication
- CSR & sustainability in relation to IMO and the maritime industry

Syllabus Content:

- Introductory and preliminary definitions of CSR and CSR concepts
- CSR in developed and developing countries
- Practical tools and best practices for making a business case for CSR
- CSR developments in the maritime industry, showcasing best practices
- IMO document – A concept of a sustainable transportation system

Recommended Texts:

- Dahlsrud, A. (2006). How Corporate Social responsibility is defined: An analysis of 37 definitions. *Corporate Social Responsibility and Environmental Management*, September.
Available at: www.csr-norway.no/papers/2007_dahlsrud_CSR.pdf
- Carroll, A.B., and M. Shabana, K. M. (2010). "The Business Case for Corporate Social Responsibility: A Review of Concepts, Research and Practice" in *International Journal of Management Reviews*, Blackwell Publishing Ltd and British Academy of Management, pp.85-105.
- IMO document:
<http://www.imo.org/About/Events/WorldMaritimeDay/WMD2013/Documents/CONCEPT%20OF%20SUSTAINABLE%20MARITIME%20TRANSPORT%20SYSTEM.pdf>
- Carroll, A. (2013). A history of corporate social responsibility. Concepts and practices. In: A. Crane, A. McWilliams, D. Matten, J. Moon & D. Siegel, (eds), *The Oxford Handbook of Corporate Social Responsibility*. Oxford; Oxford University Press pp. 19-47.

References and Recommended Reading:

- Friedman, M. (1970). The social responsibility of business is to increase its profits, *New York Times Magazine*, September 13.
- Visser, W. (2006). "Revisiting Carrol's CSR pyramid: An African Perspective". In: E.R. Pedersen & M. Huniche (eds.), *Corporate Citizenship in developing countries*, pp 29-56.
- Visser, W. (2008). Corporate social responsibility in developing countries. In: A. Crane, A. McWilliams, D. Matten, J. Moon & D. Siegel, (eds), *The Oxford Handbook of Corporate Social responsibility*. Oxford; Oxford University Press pp. 472-499.
- Baskin, J. (2006). Corporate Responsibility in emerging markets. *Journal of Corporate Citizenship*, 24, Winter 29-47.
- Simpson, J. and Taylor, J. (2013). *Corporate Governance, Ethics and Corporate Social Responsibility*. Kogan Page.

Prepared by: LF
Date: July 2014

Code: MG & CSR Maritime 5

Subject: Workshop

Credits:xxx

Hours: 3,0

Assessment: Assignment

Faculty in Charge: Assistant Professor Lisa L. Froholdt (LF)

Aims: The objective of the workshop is to focus on the concept of MG (that has been developed in the MG working paper by (Takei, 2014) in maritime administrations in the developing nations and to showcase lessons learned from CSR initiatives in the maritime industry (that have also been discussed in the MG and CSR working paper by Donner, Theocharidis and Johansson, 2015). This two pronged concept is dealt with by discussing different practical tools and incentive schemes that promote improved governance in maritime administrations and in shipping companies that act in a socially, economically and environmentally responsible manner.

The concepts will also be discussed in relation to challenges in the context of the student's home country.

The workshop deals with case studies, practical tools and incentive schemes relating to the interface between ships and ports, and students will be instructed to draw out realistic challenges and probable solutions. Best practices and case studies will be used and the students will be instructed to create plans for developing their own organisation using relevant knowledge from these cases.

The workshop will provide tools and incentive schemes, key performance indicator systems, quality assurance systems in relation to the ship/port interface and provide practical solutions and best practices on how this interface can be optimised. The workshop will provide knowledge about how improved maritime governance and or CSR incentives in ports can promote a good reputation.

The lecturers are facilitators of the group process.

References and Recommended Available Reading:

- Laasch, O. and Conaway, R.N. (2014). *Principles of responsible management: Glocal sustainability, responsibility and ethics*. Cengage learning.
- McIntosh, M., Thomas, R., Leipziger, D., and Coleman, G. (2003). *Living Corporate Citizenship: Strategic Routes to Socially Responsible Business*. FT Prentice Hall, London.
- Tanimoto, Kanji & Suzuki, Kenji, (2005). *Corporate Social Responsibility in Japan: Analyzing the Participating Companies in Global Reporting Initiative*. Working Paper 208.
- <http://www.unodc.org/unodc/en/corruption/index.html>

Prepared by: LF, LH, IV, DM, GT

Date: March 2015

WORKSHOP



STUDENT VERSION

Authors: Lisa L. Froholdt and Anne-Marie Warris

TIMEPLAN for WORKSHOP

Time	Activity
9:30-10:00	Workshop welcome and presentation
	Presentation of the three P's
	People
	Planet
	Profit
	Workshop task, presentation of case 1, 2 and 3
10:00-10:30	Group work case 1
10:30-11:00	Group work case 2
11:00-11:30	Group work case 3
11:30-12:30	Plenum feedback
12.30-13:00	Wrap up and workshop close



Aim

The objective of the workshop is to focus on the concept of and to showcase lessons learned from CSR initiatives in the maritime industry and teachings during the CSR seminar.

CSR will also be discussed in relation to challenges in the context of the student's home country.

The workshop deals with case studies, practical tools and incentive schemes relating to CSR in the maritime industry, and students will be instructed to draw out realistic challenges and probable solutions.

Three objectives for the workshop / take away for students:

1. It has to be simple and practical
2. It has to be financially viable
3. It has to create value

Scope of workshop

The scope of the workshop is to be based on:

- the three pillars of CSR -Planet, People and Profit

Using *three* case studies covering each of the *three* pillars, the workshop will focus on *three* ideas you can take back to your organisation.

Resources

Website

- IMO
 - <http://www.imo.org/MediaCentre/HotTopics/SMD/Pages/default.aspx> - IMO sustainable transportation goals
 - IMO document: A concept of a sustainable transportation system
<http://www.imo.org/About/Events/WorldMaritimeDay/WMD2013/Documents/CONCEPT%20OF%20SUSTAINABLE%20MARITIME%20TRANSPORT%20SYSTEM.pdf>
 - <http://www.commonlawgic.org/media/files/imo-over-mbm/folders/Sustainability-of-Shipping.pdf> (22.03.2015).
- UN
 - <https://sustainabledevelopment.un.org/> UN sustainable development knowledge platform
 - United Nations (2014). *The Millennium Development Goals Report (2014)*. New York, Official Website of the United Nations, retrieved from the World Wide Web;
<http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf> (26.02.2015).
- NGO

- www.ssi2040.org – case for action for shipping industry and the challenges of the future
- www.bsr.org - Business for Social Responsibility network
- www.forumforthefuture.org - An independent non-profit working globally with business, government and other organisations to solve complex sustainability challenges
- www.missiontoseafarers.org - mission to seafarers
- <http://www.maritime-acn.org/#home> – maritime anti-corruption network

Material

CSR and shipping:

- <http://www.imo.org/MediaCentre/HotTopics/SMD/Pages/default.aspx> - IMO sustainable transportation goals
- <http://ssi2040.org/wp-content/uploads/2015/04/SSI-Global-Trends-Digital-Final-Report.pdf> - global trends for shipping the world in 2040
- <http://ssi2040.org/wp-content/uploads/2014/10/SSI-Signals-of-Change-March-2015-Digital-Final.pdf> - signal for changes for shipping – forecast
- Lu C-S, Lin C-C, Tu C-J (2009) Corporate social responsibility and organisational performance in container shipping. *Int. J. Logist Res. Appl.* 12:119–132.
- Fafaliou, I., Lekakou, M. & Theotokas, I. (2006). “Is the European shipping industry aware of corporate social responsibility? The case of the Greek-owned short sea shipping companies”. *Marine Policy* 30, pp. 412–419.
- Grewal, D. & Darlow, N. J. (2007). “The business paradigm for corporate social reporting in the context of Australian seaports”. *Maritime Economics & Logistics* 9, pp. 172–192.

Maritime Governance

- Roe M. (2012). *Maritime governance and policy-making*. 2013th edition. Springer, London.
- Brown Weiss, E & Sornarajah, A. (May 2009). Good Governance. *Max Planck Encyclopedia of Public International Law*, available at <http://opil.ouplaw.com/home/EPIL>
- Bloor M.; Sampson H.; Baker S.; Walters D.; Dahlgren K.; Wadsworth E. and James P. (2013). Room for manoeuvre? Regulatory compliance in the global shipping industry. *Soc Leg Stud* 22:171–189.

Case study 1 – Planet pillar of CSR

	Descriptions	Explanation
1	Presentation of case	<p>A small shipping company in an emerging economy is trying to seek new opportunities. The company is financially strained, and needs to buy into a steady form of income. The company has 8 ships in charter and 5 permanent staff in an office onshore. The ships are a mixture of bulkers and tankers about on average 15 years old.</p> <p>You have just secured a 6 month internship and your task is to present to the owner what he could do to gain access to Maersk as a possible client based on the supply chain Code of Conduct (SCCoC). In developing your answer you must consider economic consequences of any suggestions / approach you make.</p>
2	Access documents	<ul style="list-style-type: none"> • Use Maersk CSR report and its link to supply chain code of conduct. • http://www.maersk.com/en/the-maersk-group/sustainability • Use the IMPACT Code of Conduct model (distributed to all students)
3	Questions for discussion	<p>In order to add Maersk to your client base what would you need to do in order to help your organisation achieve that target? What considerations do you have that specifically relate to the size of your company and to the size of Maersk? How can you use the SCCoC to enhance your income?</p>
4	How should you feedback your findings?	<p>Present to the owner what he should do to gain access to Maersk as a possible client based on the supply chain code of conduct.</p> <p>You are to provide three short and simple suggestions to the question remembering the CEO only has 5 minutes to hear them and ask any questions</p>

Case study 2 – People pillar of CSR

	Descriptions	Explanation
1	Presentation of case	<p>The local national Flag state is concerned that a large proportion of national seafarers get no benefit and rest from seagoing because when they arrive back home their earnings are used to help other family members, to pay debt incurred by family during sea passage time, and excessive living costs.</p> <p>Retention rates are hard to keep because seafarers jump from company to company in search of hire, and in search of the highest rate of hire. The search pushes the wage up for seafarers, which is good for the seafarers but this increases the cost of the seafarers. This could potentially damage an acquired preference as a labour force nation.</p> <p>You are new in your job which includes attending to seafarers affairs and you have been asked to look at what the Flag state could do based on 'good examples' by others in order to address the above mentioned issue.</p> <p>You must consider economic consequences of any suggestions / approach you make.</p>
2	Access documents	<p>Good example - company in Philippines, Magsaysay: http://www.magsaysay.com.ph/ http://www.magsaysaywecare.com/</p>
3	Questions for discussion	<ul style="list-style-type: none"> • Using the example of Magsaysay, what can the Flag state do to address the above mentioned challenge? • Are there other ideas that can be implemented? • How do you motivate shipping companies, manning agents, principles and 3rd party companies to engage in activities similar to the Magsaysay example and the other ideas?
4	How should you feedback your findings?	<p>You are to provide three short and simple suggestions to the question remembering the CEO only has 5 minutes to hear them and ask any questions</p>

Case study 3 – Profit pillar of CSR looking at incentives via the use of policy

	Descriptions	Explanation
1	Presentation of case	<p>A manager at a Port State office is concerned about matters relating to corruption and bribery and contemplating that the various ports under his control need some guidance in a market where the topic is becoming an increasing focus. He has noted that shipping companies see it is 'common' for pilots and others in ports to ask for 'gift' of cigarettes etc. when they perform a 'favour' or duty for a ship <i>Clare (2014)</i>.</p> <p>The manager is also aware of cases (while not in his Port State) where ships experience something similar to the following case: a ship arriving at a port and the port captain and the ship's agent inform the ship that they want a facilitation payment of 5,000 USD. The ship refuses to pay and the ship is suddenly detained with 30 deficiencies. The ship is then told by the agent that they should sail on to the next port of call. The ship does not need a release form according to the agent. The ship arrives at the next port and is detained due to the lack of a release form, from the previous port. It took the ships flag state 1½ years to relieve the ship from the deficiencies, and subsequently, the amount of ships from the respective flag state to call on your port has decreased.</p> <p>You have just taken up an internship in this Port state and your manager wants you to start developing a policy which would apply to all the ports in his jurisdiction. He needs the policy to be consistent with the Port State and its resources while not negatively impact trade or opportunity for the ports to be used by ships.</p>
2	Access documents	<p>Use the material related to case study 3 on 'profit' framework to develop a policy as the tool for helping the discussion – The policy needs to be - simple, achievable, have buy in (be acceptable to both organisation and those impacted by the policy). Reference: <i>Horatio Clare 'Down to the sea in ships: of ageless oceans and modern man' (2014)</i>.</p>
3	Questions for discussion	<p>As a first part he is expecting you to:</p> <ul style="list-style-type: none"> consider the issues associated with corruption and bribery – and where the boundary may lie for his Port State between a 'gift' that does not imply an expected behaviour from the receiver and a bribe that does imply an expected behaviour from the receiver. Develop some

	Descriptions	Explanation
		<p>simple bullet points to help you when you get to the next question.</p> <ul style="list-style-type: none"> • consider what issues you and he need to consider in developing a policy, also economic consequences. • develop in bullet form the key elements of a policy for the Port State.
4	How should you feedback your findings?	<p>Your feedback will deal with the above three areas and provide simple starting suggestions. Because he is then taken it to the CEO he wants you to remember that he has only 5 minutes to convince the CEO to progress matters. The policy needs to be:</p> <ul style="list-style-type: none"> - simple - achievable - have buy in (be acceptable to both organisation and those impacted by the policy) - recognise this is a journey - deal with getting a realistic approach to this difficult and sensitive issue. <ol style="list-style-type: none"> 1. who is policy aimed at, what can your organisation require versus influence; importance of your organisation acting as it says it will; a progressive approach which may start with a simple aim and the develop to a full blown policy long terms; how to enforce it i.e. consequences of non-conformity with policy; how make it relevant for CEO to wish to do this; what about ships how do we influence them – incentives etc. 2. Policy bullets may include: <ol style="list-style-type: none"> a. why do this b. plan for taking this from a compliance to beyond compliance and based on a voluntary approach c. what do we mean by certain terms d. who is covered by this e. how do we support / influence behaviour f. etc

Material related to case study 3 on 'profit'

Critical starting point: Understanding your organisation and the Bigger Picture

To get started, you initially need to examine these two fundamental questions:

- Where does my organisation stand now?
- Where does my organisation want to be in the future?

In order to tackle these overarching questions, we provide some example questions on the following pages. Answering these questions should not take long and there is no need to go into extensive detail. Simply look at what might be relevant for your organisation and its corruption and efficiency issues.

Understanding what your organisation does

Start by considering the basic elements of your organisation and operations – in other words, ‘what your organisation does’. Depending on your organisation’s role within the maritime industry, you should consider, for example, the following questions. Keep in mind that although you are able to influence the answer to the questions below, your organisation may not necessarily have the responsibility for the questions:

- Who is responsible for ensuring compliance with regulatory requirements?
- What other management system, if any, do you have?
- If applicable: What port State detentions, flag State non-compliances, non-adherence to classification society’s rules and/or rating agency downgrades have you had in the last three years? What were the reasons for them? What actions did your organisation take to address the findings and avoid recurrence of such situations?
- If applicable: What compliments or positive feedback have you received from port and flag States, classification societies and/or rating agencies in the last three years? What were the reasons for them? What did your organisation learn from them?

Again, these questions will enable you to start thinking about the specific circumstances of your organisation.

Your organisation’s culture

Your organisation will have a specific culture, that is the unwritten approach to how things are done, who has influence, what is perceived as being right and wrong, and so on. This may well be different from what has been written down. Your organisation’s culture may not be the same as that of your subcontractors, so for example the culture in a repair yard may be different.

It is necessary for you to be aware of what your organisational culture means in terms of how things get done, who decides, how public commitments are managed, etc. Keep a short description of your organisation’s culture to help guide the development of your Framework. Keep it simple - it is not intended for inclusion in your Framework.

Understanding the Bigger Picture

The next action is to gain an understanding around how your organisation fits into the bigger picture of the maritime industry. This can be facilitated by considering the example questions provided below:

- What client contract demands (if any) exist in relation to your corruption and efficiency issues?
- Who are your main competitors? What is their position on corruption and efficiency issues? Which actions, if any, have they taken to improve these issues?
- Which trade associations and/or organisations are you member of? What is their position on corruption and efficiency issues?
- Who is responsible for crewing? Who is responsible for crew training? Are the people responsible the same for officers as for ratings? Do they provide training in corruption and efficiency matters?

The information gathered through asking these questions should give you an understanding of your organisation’s operations and where your organisation sits in comparison to others. It should also help you to identify any patterns that may emerge with regard to corruption and efficiency issues.

Developing and agreeing commitments

You can facilitate the process of gaining commitment from senior management by drafting and suggesting commitments that are both realistic and that align with your organisation's wider strategic business objectives. In order to tackle this, try to find out:

- What commitments your organisation has already made that apply to the activities within your Framework.
- What your organisation's financial health is and hence what commitments could it afford in terms of resources.
- What senior management's general view is in terms of corruption and efficiency issues.
- What level of support you could realistically get.
- What your organisational culture is and how it affects the way you agree on and communicate commitments.

The next action is to ask yourself for which of the draft commitments you could realistically get support and funding. Before approaching senior management to gain agreement, think about how to 'sell' the proposed commitments including information on links with strategic business objectives and available resources. Also identify who the actual decision-makers are and who is influencing them in the background. These two groups need to be convinced first.



This next task focuses on your organisation's Framework policy. It outlines the commitments your organisation makes related to the activities covered by your Framework and provides some other basic information about your organisation. While your Framework policy will differ from other organisations, policies typically include information such as:

- Who your organisation is, what it does and what the organisational culture is.
- What activities and processes your Framework covers.
- What commitments your organisation has made and who has agreed to these commitments.
- When the policy will be reviewed.

Develop your Framework policy making sure it is relevant to your organisation and achievable. Discuss it with relevant people, revise it if necessary and get management sign-off for the policy.

Another important point you and senior management need to agree on is whether or not the Framework policy will be available to stakeholders and other parties.

NOTE: The policy is not just a 'piece of paper on a wall' but should be the guiding tool for your organisation to ensure all employees and others fulfil the organisation's aims and commitments. It may well form part of evaluating individuals' performance.

Objectives

This task is about setting objectives for your Framework. Objectives arise from commitments your organisation makes, as well as significant corruption and efficiency aspects and high risks. An objective sets out how your organisation plans to achieve commitments and often also by when. For example, if your organisation's commitment was to meet regulatory requirements when they are adopted, your objective could be to initiate process changes necessary to deliver these 6 months before adoption.

In order to determine your objectives, review the information you have collected to date and your evaluation in relation to:

- What you do and what your organisational culture is.
- How your organisation fits into the bigger picture.
- Activities covered by your Framework.
- Regulatory requirements.
- Stakeholder demands.
- Significant environmental aspects and impacts.
- High risks and their mitigation and management.
- Commitments and policy statement.

Based on this information, draft your objectives. These can be short, medium or long-term, such as the next 18 months and 5 years. Your objectives need to be approved by management and acceptable to the organisation, so test your objectives by asking:

- Do they fit the organisation's culture and aims?
- Are they consistent with the commitments and policy?
- Does the organisation have enough resources to deliver on them?
- Are they consistent with the activities included in your Framework?
- Are any of them only nice-to-haves that could wait?

Revise your draft objectives in light of the above.

Consult on your draft objectives and explain the outcome of the test above to show you have taken account of what is feasible for your organisation. The representatives that you might consult with typically include:

- Senior management.

- Representatives who manage resources you would need to deliver the objectives.
- Representatives who would have to contribute significantly to achieve your objectives.
- Representatives with responsibility for regulatory compliance and for managing your regulation.

Adjust the objectives in light of comments and finalise them for your Framework. You might need project plans to deliver on your objectives.

Supporting material and facts

Definition of Maritime Governance

The concept “maritime governance” cannot and *should* not be formulated in a single, all-inclusive definition since such a definitional attempt would run the risk of depriving it of flexibility that makes the concept so attractive. Instead, the core elements of the concept as well as its contour are described as follows:

- At the core of the concept “maritime governance” is the conduct of institutions (inter-governmental, governmental and quasi-governmental bodies) involved in the process of formulating and implementing law and policy regulating maritime activities (i.e. activities which take advantage of or affect the marine environment including its resources).
- Their conduct needs to be aimed at achieving the objectives of applicable legal and policy instruments and to meet the standards required by such instruments.
- In this concept, law and policy, as well as the institutions involved, are essential components since they structure the ways in which maritime activities take place (or should take place).
- The concept does not exclude complementary actions taken by non-governmental actors (e.g. industry and environmental non-governmental organizations) which assist in achieving regulatory objectives set by the above institutions through participation in the process of formulation and implementation of law and policy.
- Maritime governance is achieved within the legal, policy and institutional frameworks at the global, regional *and* national levels, but a focus may be put on particular parts of the concept.
- The notion of good governance is an important attribute of the concept “maritime governance”.
- Elements of good governance are found in legal and policy instruments applicable to the behaviour of the institutions engaged in maritime governance.
- The co-existence of institutions involved in maritime governance at different levels, coupled with the decentralized nature of law and policy at the international level, tends to lead to the overlapping roles and competences of institutions. This inevitably calls for cooperation and coordination between the institutions involved (Takei, 2014).

Appendix 3

Working Paper I

Ref. No. 2013-019 Funded by The Danish Maritime Fund



REGULATORY REVIEW IN THE MARITIME SECTOR

Research Project “Maritime Governance & Corporate Social Responsibility”

Yoshinobu Takei*

[Please do not cite or quote without prior permission]

Introduction

The objective of this paper entitled “Regulatory Review in the Maritime Sector” is to review legal and institutional frameworks relating to shipping and other maritime activities. It also aims to contribute to clarifying the concept of maritime governance.

The present paper consists of the review of two types of literature: (1) review of secondary sources (e.g. books and journal articles), especially for the consideration of the concept of maritime governance; (2) review of primary sources (e.g. treaties and policy instruments).

Maritime governance

Concept of governance

It is axiomatic that there is no uniform definition of governance. Roe (2013, p. 41) refers to its various definitions and points to the uncertainty of the concept. In a seminal World Bank paper prepared by Kaufmann, Kraay and Zoido-Lobaton (1999, p. 1), for example, the concept is defined “broadly as the traditions and institutions by which authority in a country is exercised”, including:

“(1) the process by which governments are selected, monitored and replaced, (2) the capacity of the government to effectively formulate and implement sound policies, and (3) the respect of citizens and the state for the institutions that govern economic and social interactions among them.”

While this definition emphasizes its national aspect, the concept “governance” has national and international dimensions and gives rise to different perceptions in different contexts. In his work on international governance, Young (1994, p. 15), for example, observes that governance involves:

“the establishment and operation of social institutions (in the sense of rules of the game that serve to define social practices, assign roles, and guide interactions among the occupants of these roles) capable of resolving conflicts, facilitating cooperation, or, more generally, alleviating collective-action problems in a world of interdependent actors.”

The emergence of the concept of governance was a response to the (perceived) failure of governmental institutions in their work or, in the words of some commentators, a move beyond “the traditional state-centred or bureaucratic model of administration” (Haward & Vince, 2008, pp. 11-13).

Features of the concept “governance” include: the involvement of a broader range of actors outside state institutions such as non-governmental organizations; the use of new tools such as market-based

* This paper was prepared for the Second Workshop of the project planned to be held in October 2014. Research for the paper was facilitated by Tafsir Johansson. The section dealing with the concept of maritime governance draws on the author’s previous work: Y. Takei, “A Sketch of the Concept of Ocean Governance and its Relationship with the Law of the Sea”, in Erik Molenaar, André Nollkaemper, Sarah Nouwen and Cedric Ryngaert (eds.), *Liber Amicorum Prof. A.H.A. Soons: What Is Wrong with International Law?* (Leiden: Martinus Nijhoff Publishers, 2014, forthcoming).

initiatives in addition to traditional regulatory attempts (Haward & Vince, 2008, pp. 11-12; Johnston, 2006, p. 349; Stokke, 2012, p. 9).

An important factor to consider in discussing the concept “governance” is that it is used by commentators in different ways. Rhodes suggests that there are at least six different ways in which governance can be used: as the minimal state; as corporate governance; as the new public management; as good governance; as a socio-cybernetic system; and as self-organizing networks (Rhodes, 1996, p. 653). It should be noted that the concept “good governance”, which is increasingly used in discussion on “governance”, includes the rule of law, public participation, transparency, accountability, control of corruption and government effectiveness (Brown Weiss & Sornarajah, 2009; International Law Association, 2002). The concept “governance” employed in this context would provide firm support for the fight against corruption.

Term “maritime”

To understand the concept “maritime governance”, the meaning of the term “maritime” needs to be fully clarified. On the one hand, the term “maritime” is sometimes used in relation to particular activities, such as “navigation, shipping, or commerce” (Juda, 2007, pp. 270-271) or focusing “on issues such as ports and harbours, shipping, transportation and other sectorally oriented activities, including naval interests” (Haward & Vince, 2008, p. 72). In fact, when commentators consider the concept “maritime governance”, they often pay considerable attention to shipping (Roe, 2013; Mukherjee & Brownrigg, 2013, pp. 173-197). On the other hand, the term “maritime” could also be used in an integrated and holistic manner. Indeed, the Integrated Maritime Policy of the European Union, which is an instrument often cited in discussing maritime governance, refers to a vision “for an integrated maritime policy that covers all aspects of our relationship with the oceans and seas” (European Commission, 2007, p. 4). Used in this way, the concept “maritime governance” is not limited to the governance of shipping-related activities and does not reveal any measurable difference in substance from related concepts such as the concept “ocean governance”, while there may still be a difference in terms of focus.

While a focus of maritime governance discussions is on activities taking place in the seas, other activities also constitute an important part of maritime activities. For example, port governance is discussed extensively in some literature on maritime governance, partly due to privatization of ports in various places (Roe, 2013, p. 92).

Maritime governance and the role of states

Reflecting the basic tenet of the concept “governance”, discussions on the concept “maritime governance” emphasize the importance of actors other than state institutions (Roe, 2013; Rothwell & Stephens, 2010). Nevertheless, this is not always the case. For example, Mukherjee and Brownrigg (2013, p. 173) consider the issue of maritime governance, focusing on “the roles of a state in its capacity as flag state, coastal state and port state” and addressing the notion of governance “from the wider national perspective including the constitutional implications of statehood and the interaction with law-making at the international level through treaties”. They state that “[w]ithin a national context, governance consists of the so-called three estates, namely, the legislature, the executive and judiciary” (p. 173). According to them, the administration of matters maritime is a part of the wider domain of maritime governance; “Whereas governance involves the formulation of policy and its transformation into law from a macro perspective at the executive level and directing the

implementation and enforcement of law and policy, administration involves providing advice to the executive on law and policy and the functional execution of the directions received from it” (p. 179).

Content of maritime/ocean governance

Like the term “governance”, the concept “maritime governance” (or “ocean governance”) has no agreed definition (Rothwell & VanderZwaag, 2006). The pillars of maritime/ocean governance are, *inter alia*, legal and institutional aspects (Juda, 1996, p. 2; Treves, 2010, pp. 7-8; de Souza Patu, 2011, p. 31; Global Ocean Commission, 2013, p. 1; Rothwell & Stephens, 2010, p. 462; de Marffy, 2004, pp. 162-163). Principles and approaches often advocated in governance discussions in this context include: the precautionary approach, ecosystem-based management, integrated management, transparency, science-based decision-making, accountability, compliance, enforcement and sanctions (de Souza Patu, 2011, p. 36; Freestone, 2008, p. 391; Haward & Vince, 2008, pp. 18-25; Oude Elferink, 2012, pp. 205-259; Rothwell & Stephens, 2010, pp. 462-470; Tanaka, 2008).

Maritime/ocean governance in international practice

No reference is made to maritime/ocean governance in key international instruments such as the United Nations Convention on the Law of the Sea (UNCLOS), Agenda 21, the Johannesburg Plan of Implementation and the outcome document of the United Nations Conference on Sustainable Development “The Future We Want”. But governance in general is mentioned in, e.g., Agenda 21.

Despite hesitation in previous periods, the concept of governance is increasingly used in a maritime context by international organizations such as the United Nations General Assembly (UNGA), the International Maritime Organization (IMO) and the Food and Agriculture Organization of the United Nations (FAO) (UNGA, 2006; UNGA, 2007; UNGA, 2011; IMO, 2013; FAO, 2012; IOC/UNESCO, IMO, FAO and UNDP, 2011).

Definition of the concept “maritime governance”

The foregoing analysis indicates that the concept “maritime governance” cannot and *should* not be formulated in a single, all-inclusive definition since such a definitional attempt would run the risk of depriving it of flexibility that makes the concept so attractive. Instead, the core elements of the concept as well as its contour are described as follows:

- At the core of the concept “maritime governance” is the conduct of institutions (inter-governmental, governmental and quasi-governmental bodies) involved in the process of formulating and implementing law and policy regulating maritime activities (i.e. activities which take advantage of or affect the marine environment including its resources). Their conduct needs to be aimed at achieving the objectives of applicable legal and policy instruments and to meet the standards required by such instruments.
- In this concept, law and policy, as well as the institutions involved, are essential components since they structure the ways in which maritime activities take place (or should take place).
- The concept does not exclude complementary actions taken by non-governmental actors (e.g. industry and environmental non-governmental organizations) which assist in achieving regulatory objectives set by the above institutions through participation in the process of formulation and implementation of law and policy.
- Maritime governance is achieved within the legal, policy and institutional frameworks at the global, regional *and* national levels, but a focus may be put on particular parts of the concept.
- The notion of good governance is an important attribute of the concept “maritime governance”. Elements of good governance are found in legal and policy instruments applicable to the behaviour of the institutions engaged in maritime governance.

- The co-existence of institutions involved in maritime governance at different levels, coupled with the decentralized nature of law and policy at the international level, tends to lead to the overlapping roles and competences of institutions. This inevitably calls for cooperation and coordination between the institutions involved.

Regulatory review

Global

The overarching international legal framework for maritime activities as broadly defined is found in UNCLOS. It defines various maritime zones and rights and duties of, *inter alia*, states in such zones. It also provides for a comprehensive system for dispute settlement.

UNCLOS does not provide for detailed regulations for maritime activities. Rather, within the regulatory framework set out under UNCLOS, the development of regulations for maritime activities is left to individual states and international bodies. On the one hand, UNCLOS establishes several international bodies to engage in tasks required under the Convention (i.e. the International Seabed Authority, the International Tribunal for the Law of the Sea and the Commission on the Limits of the Continental Shelf). On the other hand, UNCLOS incorporates regulations developed by existing international bodies, which are referred to competent international organizations, such as the IMO. States, on their part, need to abide by generally accepted international rules and standards developed by such organizations, whether or not they are parties to the specific treaties in question. For example, UNCLOS Article 211(2) states:

“States shall adopt laws and regulations for the prevention, reduction and control of pollution of the marine environment from vessels flying their flag or of their registry. Such laws and regulations shall at least have the same effect as that of generally accepted international rules and standards established through the competent international organization or general diplomatic conference.”

Apart from sectoral regulatory bodies, UNGA monitors the implementation of UNCLOS whereas meetings of states parties to UNCLOS deal with budgetary and administrative matters.

Several specialized agencies have an important role in the regulation of maritime activities, either as part of the tasks under their constitutive instruments or as part of the tasks required under UNCLOS. First of all, the IMO has adopted a number of conventions and guidelines in the field of maritime safety, maritime security and marine environmental protection, such as the International Convention for the Safety of Life at Sea (SOLAS), International Convention for the Prevention of Pollution from Ships (MARPOL) and the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), and has been regularly revising them. Through the Sub-Committee on Implementation of IMO Instruments (formerly, Sub-committee on Flag State Implementation) and other organs, it has also been engaged in the monitoring and facilitation of the implementation of IMO instruments. Second, the International Labour Organization (ILO) has been developing conventions and recommendations concerning, among other standards, maritime labour standards since its establishment in 1919. In particular, the ILO adopted the Maritime Labour Convention in 2006, updating and consolidating over 60 conventions and recommendations concerning seafarers. Some of the ILO labour standards concern fishermen. Through regular and *ad hoc* mechanisms, the ILO has been monitoring the implementation of instruments adopted under its auspices.

While the bulk of the above-mentioned instruments regulate activities at sea, they also deal with other activities. For example, port is an interface between ships and land and indeed an essential part for maritime activities. Many IMO and ILO instruments concern regulatory requirements relating to ports, e.g., port state control (PSC) and the implementation of the ISPS Code. Besides, regulation concerning maritime affairs even goes further landward (e.g. ship recycling).

In addition to the above-mentioned bodies and other specialized agencies such as the FAO, other global bodies are also engaged in maritime governance through their regulatory functions and specific projects relating to maritime affairs (e.g., the World Trade Organization, the Organization for Economic Cooperation and Development and the World Bank).

Regional

The European Union (EU) is a supra-national organization, consisting of 28 member states. Whereas 23 member states have sea borders, many member states have major interests in, *inter alia*, shipping, fisheries, marine scientific research, naval activities and/or offshore hydrocarbon activities. Simply put, the EU (as well as its member states) has major maritime interests and is active in maritime governance discussions (Haward & Vince, 2008, p. 65). At the European Commission, which is an executive arm of the Union, the principal Directorate-General concerning maritime affairs is DG MARE, while others such as DG Mobility and Transport and DG Environment also have major stakes. The EU is a party to various treaties relating to maritime affairs, including one IMO convention, either alongside member states (e.g. UNCLOS) or representing the interests of all member states (e.g. constitutive instruments for regional fisheries management organizations (RFMOs)). The EU member states have transferred competence to the EU in certain areas (e.g. fisheries), while the EU member states often take common positions on other issues as well. The EU has adopted Integrated Maritime Policy (European Commission, 2007) and has been advancing various sectoral and cross-sectoral initiatives concerning maritime governance (European Commission, n.d.).

Other political or economic bodies at the regional level also have tasks relating to maritime governance (e.g. the Association of Southeast Asian Nations (ASEAN) and the Asia-Pacific Economic Cooperation (APEC)).

Additionally, there are regional cooperative mechanisms created to deal with issues relating to maritime affairs. First, port state control memoranda of understanding (MOUs) provide a framework for cooperation in port state control among maritime administrations in each region. Currently, there are nine such MOUs. Second, regional seas programmes and other regional marine environmental protection regimes are forums for states in the region to cooperate in addressing marine environmental issues requiring transboundary cooperation. Third, various RFMOs have been established to manage fisheries, *inter alia*, on the high seas.

National

Various governmental agencies are involved in maritime governance at the national level. Such agencies typically include: ministry of transport, ministry of fisheries, ministry of the environment, ministry of foreign affairs and ministry of economic affairs. Some states also have a ministry (or inter-agency mechanism) in charge of the coordination of policies relating to maritime affairs. In addition to executive agencies in charge of policy formulation, maritime administrations are responsible for the implementation of such policies (e.g. coast guard and port authorities).

Despite the increasing number of ports being privatized and managed, national regulatory authorities still have important regulatory functions relating to ports: they need to provide for an adequate system for the implementation of IMO and ILO instruments and are ultimately responsible for ensuring the effective implementation of such instruments.

Concluding remarks

This paper first sought to clarify the concept “maritime governance”, whose core elements are identified as law, policy and institutions relating to the regulation of maritime activities. While the comprehensive review of regulatory instruments/bodies relating to maritime governance goes beyond the scope of this paper, it is clear that shipping and other maritime activities are highly regulated through various national and international instruments dealing with sectoral or cross-sectoral issues at the global, regional and national levels. It should be noted, however, the manner in which international rules and standards are implemented is left to each state: each state has discretion in implementing such rules and standards. In addition, sometimes, states do not comply with international rules and standards for a variety of reasons, ranging from the lack of capacity to strategic calculations. These circumstances call for actions on the part of companies and industry associations with a view to achieving maritime governance. First, when a particular international instrument, whether legally binding or non-legally binding, is not implemented at the national level, companies involved in maritime affairs and the industry associations may attempt to fill a gap by following, on a voluntary basis, international rules and standards which are not required to be met under respective national legislation. Second, business with “bad guys” would adversely affect the reputation of the companies and industry associations in question. This reputation factor may lead them to refrain from continuing their business with such non-compliant states, a factor which may, in turn, induce these states to make efforts to comply with international rules and standards.

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Appendix 4

Working Paper II

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MARITIME GOVERNANCE AND CORPORATE SOCIAL RESPONSIBILITY: A CONTEXT FOR A RESPONSIBLE MARITIME INDUSTRY

Research Project "Maritime Governance & Corporate Social Responsibility"¹

World Maritime University¹

1. Abstract

This paper defines and explores Maritime Governance (MG) and Corporate Social Responsibility (CSR)² in a maritime context, investigates the impact of these concepts and compiles and examines best practices in MG and CSR that exist or could be improved.

In preparing this paper, a study was undertaken to identify and understand how MG and CSR are perceived in private and public maritime organisations in different parts of the world and examine the initiatives undertaken. While the results are only indicative due to a low response rate, the study showed that the greatest challenges for the maritime industry are perceived to be the same for all respondents; corruption, human and social issues or labour conditions and environmental concerns. Based on the study undertaken that examined incentive schemes and practices, it is clear that for public and private actors, there is a need to strengthen national laws, enforcement measures, company guidelines and promote education and awareness-raising. The study suggests a much broader understanding of MG and CSR.

The paper argues that the lines of MG and CSR are becoming blurred and the voluntary aspect of CSR is moving into regulation in some countries. The boundaries of governance have become enlarged, creating new forms of institutionalism, which all support the relevance and the validity of a new Term of Reference, entitled The G-R model (figure 2), that has been proposed in the paper. The G-R Model can drive the traditional command-and-control model towards a more participatory and improved governance regime contributing to social, economic and environmental responsibility that creates a context for a responsible maritime industry. The new Term of Reference model is a more holistic and dynamic approach to MG and CSR by including a closer relationship between the public and private sector including various stakeholders and enabling new relationships.

The paper includes an Appendix (Appendix 1) with operational suggestions. An additional document (Appendix 2) containing a list of initiatives has been created based on the new Term of Reference.

2. Introduction

The maritime industry plays an important role in the facilitation of international trade and the global economy. MG and CSR³ are important for international trade and for a sustainable maritime industry.

¹ Author: Assistant Professor Lisa L. Froholdt. In developing this paper, Dr. Cleopatra Doumbia-Henry and Dr. Devinder Grewal provided their considered comments.

In the context of the United Nations 2030 Agenda for Sustainable Development and the Sustainable Development Goals⁴, Business and Industry in their Stakeholder Engagement Statement⁵ expressed their commitment to CSR and sustainable development⁶. They acknowledged that the active engagement from public and private actors is necessary for sustainable development. Industry, governments and relevant stakeholders were also encouraged to participate in facilitating action for sustainable development.

The UN Guiding Principles on Business and Human Rights (UNGPs) were unanimously endorsed by the UN Human Rights Council⁷. A critical contribution of the UNGPs has been to set out clearly the duties of States and the responsibilities of companies to ensure that businesses operate in full compliance with human rights principles. The UNGPs are reflected in frameworks such as the International Labour Organisation (ILO) Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (revised, 2006), the Organisation for Economic Co-operation and Development (OECD) Guidelines for Multinational Enterprises, the International Organisation for Standardization ISO 26000 standard on social responsibility, the International Finance Cooperation (IFC) Performance Standards, the UN Global Compact's Ten Principles and a growing number of commitments by various industry and multi-stakeholder initiatives. As a specialized agency of the United Nations, the International Maritime Organisation (IMO) is the global standard-setting authority concerning the safety, security and environmental performance of international shipping⁸. This involves the responsibility of creating a regulatory framework for shipping that is fair and effective, universally adopted and universally implemented.

This difference in understanding and commitment to MG and CSR leads to differences in ways of managing adoption and implementation in both the public and the private sector. Some of these differences include the situations in which the commitments of companies to mitigate bribery and corruption conflict with facilitation payments. These payments may be made to port officials and others who offer a service that they may be contractually bound to provide when the ship is in a port. For the major shipping companies around the world, CSR has become an integral part of their business activities. The smaller shipping companies in both developed and developing countries may still be lagging behind in taking up the full scope of governance and CSR issues.

In the context of the above, this paper reports on a perception study on MG and CSR in various countries, with follow-up interviews and compilation of initiatives within the maritime public and private sectors⁹. This paper explores how the findings from these two studies can be understood as two pronged elements of governance and responsible development. It also examines how they can be addressed in order to improve governance, particularly at the ship and port interface, including in developing countries, as well as the opportunities they offer.

This perception study and subsequent follow-up interviews are part of a larger project that has been sponsored by the Danish Maritime Authority (DMA) and the Danish Shipowners' Association (DSA). From Denmark, three participants took part in the perception survey. From developing countries, ninety-eight participants responded to the perception survey. Four participants responded to the follow-up interviews and further compilation of MG and CSR initiatives within the maritime public and private sector was accomplished. While several attempts were made to increase the number of participants, this was not possible. As a result, statistically, this study can only be indicative at best and the findings, which cannot be considered to be based on a robust collection of data and its interpretation, must be treated with caution.

2.1 Defining Maritime Governance and Corporate Social Responsibility

The MG concept has previously been described to include the following core elements: law, policy and institutions relating to the regulation of maritime activities¹⁰. MG includes the concept of "good governance"¹¹ including the rule of law, public participation, transparency, accountability, control of corruption and government effectiveness¹². The latter has been considered well suited to add to the

concept of MG, as it specifically addresses the fight against corruption¹³. Both of these concepts will therefore be used as an integral definition of MG in this paper¹⁴.

The ILO¹⁵ and the International Organization for Employers (IOE), refers to CSR as a way in which enterprises give consideration to the impact of their operations on society and affirm their principles and values both in their own internal methods and processes and in their interaction with other actors. CSR is a voluntary enterprise-driven initiative and refers to activities that are considered to exceed compliance with the law. This definition will be used to refer to CSR for the purpose of this paper.

2.2 Study of perceptions of MG and CSR

In the perception study by Froholdt et al.¹⁶, respondents from private companies and maritime administrations were questioned in order to compile and examine best practices in MG and CSR that exist or could be improved in order to promote a context for a more responsible maritime sector. The perception study¹⁷ was used to identify how MG and CSR are perceived in private and public organisations in different parts of the world and examine the initiatives undertaken in these areas. A quantitative method was followed in the form of two perception questionnaires; one questionnaire gathered the perception of shipowners from a developed country, and the other, the perception of respondents from private companies and maritime administrations in developing countries¹⁸. The responses from the perception study were quantified and analysed in a report and are used in this Working Paper¹⁹.

As part of the MG and CSR project, a qualitative methodology was utilised in follow-up face-to-face semi-structured interviews of respondents from maritime administrations in developed and developing countries in order to elaborate on the responses from the questionnaires. These interviews were transcribed and categorised according to themes and analysed in this Working Paper²⁰. Initiatives and good practices in the maritime public and private sector were also compiled. Finally, all respondents provided informed consent and the responses were anonymised²¹.

2.3 New Terms of Reference for Maritime Governance and CSR

As the United Nations authority with responsibility for setting standards for the governance of safety, security and environmental performance of international shipping, the IMO has adopted a range of conventions and codes which today provide the regulatory framework for the maritime industry. IMO instruments seek to provide a common set of rules that are universally adopted, implemented and enforced. As summarised in Article 1(a) of the IMO Convention, IMO must "provide machinery for cooperation among Governments in the field of governmental regulation and practices". IMO is also empowered to deal with administrative and legal matters related to these purposes. However, the enforcement of IMO conventions is given effect through national regulations developed by member sovereign governments under their international treaty obligations. The implication is that implementation is a national as well as a collective responsibility²².

The IMO published a document entitled; "A concept of sustainable maritime transportation system"²³ on World Maritime Day, September 26, 2013. The document was aimed at the transport section of maritime industry with the objective to provide a platform for governmental, international, regional and industry collaboration. The document called for global partnerships, awareness of the need for sustainable maritime development, coordinated maritime policies worldwide in Governments, the industry and non-governmental organisations (NGOs), and the need for governance.

3. Maritime Governance in Maritime Administrations

As stated above, it is the responsibility of the IMO member States to ensure the "machinery" for implementation and enforcement of international regulation, and Hindell²⁴ argues that there are clear differences in the way this is managed. Some of these differences are due to national and regional customs and culture, and the capacity of individual States (flag, port and coastal) to effectively implement

them. Policing and enforcing issues are global and applies to nearly every country that is bigger than a city-state. Roe²⁵ even goes so far as to discuss the “maritime governance failure”. Like in every other facet of civic life, there are differences between countries in the way that maritime-related activities are governed, leading to differentiated conditions for maritime operations and international trade. Throughout history, there have been calls for fair competition based on similar commercial and governance systems and enforcement of international regulations²⁶.

The IMO Member State Audit Scheme (VIMSAS) is a mechanism that enables member States to undertake a comprehensive and objective assessment of the manner in which they are implementing IMO instruments that they have ratified and which are covered by the VIMSAS. The VIMSAS became mandatory as of 1 January, 2016. Under the VIMSAS, IMO member States have the possibility to receive inputs that can assist them in improving their capacity to implement IMO instruments, and to benefit from lessons learnt and good practices of other member States. This paper will focus on MG specifically related to the ship and port interface and the implementation of initiatives in developing nations.

3.1 Governance relating to the ship and port interface in developing countries

The relation between ports and governance has received some attention partly due to the corporatisation that has taken place over recent years. There are a range of factors involved in the maritime governance of countries that finally affects the ship and port interface. These include, inter alia, policy and regulatory implementation practices of individual maritime administrations, as well as security, immigration and customs officials, port/border operators, veterinary authorities and clearing agents. Each of these factors affects the practical realisation of different governance goals. One way of investigating how governance tools are used in relation to the ship and port interface is through the analysis of Port State Control (PSC) reports. PSC reports are usually published annually and contain statistics on the performance of Flag States and Recognized Organizations. The reports must be analysed taking into account the differences in policing and enforcement that exist.

Another way of investigating the effectiveness of governance is through the analysis of ethical and integrity issues in port facilities. It is known that unethical behaviour, such as corruption in ports can significantly raise the cost of international trade²⁷. This does point to serious enforcement issues in the governance of ports and the operations involving the ship and port interface. Action taken to address governance and enforcement can help instil public confidence and trust in the public sector. The consequences of weak enforcement or fraudulent behaviour are the erosion of business credibility, the depletion of public funds, and the facilitation of other crimes²⁸. While not all ports are involved in such activities, it is of paramount importance that the issues relating to the ship and port interface are addressed.

The perception study²⁹ shed light on the severity of bribery and corruption issues in some ports. One respondent commented that bribery relates to both circumstance and geography, and that, *“In some ports, the job never gets done without giving cigarettes”*. Another respondent commented that many public officials were corrupt, and that this type of behavior had sadly become the norm. A respondent from the public sector reported, *“I realise the urgency of changes needed, but feel powerless in improving it; difficult to break the system”*. Respondents from the private sector also pointed out that corrupt officials and the lack of enforcement were major obstacles for fighting corrupt behavior. One respondent informed that there is more corruption in ports that mainly provide services for general cargo ships because there are many different actors involved and this increases the opportunity for corruption.

Corruption can involve a single port manager, or a harbour master. Ships that refuse to comply with their demands may be detained on flimsy grounds or subjected to long delays. One respondent said that the greatest change can be seen when a shipping company establishes a local office close to or in a port, setting operating and business standards, which can have far reaching ripple effects. One good practice

reported in the perception study was where the port authority meets twice a year with shipping companies to discuss issues that can improve collaboration and governance of port operations. These examples make corrupt business behaviour difficult and the consequences more transparent for all involved.

However, there are many circumstances that unfortunately can facilitate and maintain corruption. A shipping company's response to a corrupt port can be that they re-route their transport to a less corrupt port, despite the fact that this action can impose an overall increase in total transport costs. A study by the United Nations Development Program (UNDP), the Maritime Anti-corruption Network (MACN)³⁰ and the Technical Unit on Governance and Anti-Corruption Reforms (TUGAR) on the risk of corruption in ports identified several factors that can provide opportunities for corruption, including:

- port officials can possess a wide range of discretionary powers
- procedural delays in processing documents
- poor infrastructure, and
- overlapping business procedures.

Policies that reduce face-to-face contact between clearing agents and port officials, or that reduce the number of steps in the clearing process may decrease the incentive to bribe officials. For example, MACN³¹ has identified Nigeria as one of the countries with corruption prone systems in the port sector³². However, it should be noted that the Nigerian Ports Authority has taken action, in order to improve governance and port efficiency by integrating information flows through the introduction of the Electronic Ship Entry Notice (e-SEN)³³. MACN has furthermore initiated a collective action project in Indonesia in 2015 as an effort to continue to battle corruption in the ship and port interface. The project was established in collaboration with the UK Foreign Commonwealth Office and the local Indonesian Non-Governmental Organisation, Kemitraan.

Another obvious way of mitigating corruption in ports is to reduce tariffs. However, Sequeira³⁴ found that when tariffs relating to the corruptive behaviour are reduced, this was partially offset by an increase in other types of corruption both within the same phase and across the clearing process, such as irregularities with clearance documentation or selling a speedy clearance process. There are other opportunities for corrupt practices than processes involved in tariff payments in the ship and port interface.

The shift in the export of raw materials to processed products in the food segment also creates opportunities for corruption as these products are more sensitive and more expensive³⁵. This in turn requires strict standards for packing, delivery terms and hygiene, which can involve customs and veterinary services³⁶. The adoption of policies that include the frequent rotation of officials across different terminals and ports are used in many countries, for example by the Mozambican Customs' Agency and the Maputo Port³⁷. Such policies have proved to be a good way of addressing corruptive behaviour³⁸.

A recent report from Seafarers International Research Center (SIRC)³⁹ shows how facilitation gifts are a consequence of the uneven power between ship personnel and port-based personnel. Researchers from SIRC witnessed first-hand how such facilitation gifts are distributed by seafarers to an array of port officials such as health inspectors, quarantine, customs and immigration officers, agents, pilots and terminal staff. The negotiation of these gifts was often mediated by vessel agents, although it was not apparent that their primary concern was to protect the vessel. According to the report, 91 % of the respondents in the study had experienced the practice of facilitation gifts, informing that hotspots for such activity were South East Asia, China, Indian subcontinent, Suez Canal and West Africa. These gifts made life easier for the crew on board, due to the risk of delays, if the gifts were not provided. In some

ports, early approval of documents was given upon the receipt of a facilitation gift. One of the respondents informed of a case where quarantine inspectors came on board a ship in order to inspect the galley and the food storage. Upon completing the task, the inspectors went to the Captain of the ship and asked for some cigarettes and wine. The captain refused to give them anything. As a result, the ship was arrested for supposed serious deficiencies, fined more than 100.000 USD and was blacklisted. Having no choice, the company paid. Such an example shows an extreme penalisation of a ship that refuses to take part in corruption. However, it also suggests that there may be other cases where a ship might be reluctant to report such activity for fear of being blacklisted. The report recommends that companies should consider collaborating in establishing a 'gold standard list' of port officials that do not engage in corruptive behaviour. Furthermore, the report suggests that that all misconduct of officials should be reported to a central point in relation to the operation of the 'gold standard list' by a panel that reviews complaints and considers the removal or exclusion of officials.

A recent good practice can be seen in the efforts of the government of India, announcing the investment in a port-led development of the Indian maritime sector. This sector accounts for approximately 95% of India's trade by volume and 70% by value that is accomplished through maritime transport⁴⁰. The initiative is port-led, as the government believes that this will have the largest impact⁴¹. Using the Public-Private Partnership model (PPP), India's coastal States and existing ports will be modernised with advanced technology and their capacity expanded. The government plans to streamline security clearance procedures and standardise various documents and enhance PPPs further. These initiatives will mitigate the opportunity for corruptive behaviour and instead, install more transparent and traceable processes through an extensive stakeholder consultation process. A range of e-governance initiatives have been set in motion in order to make the ship and port interface more efficient. These online initiatives and the accompanied proper planning will provide initiatives for operational efficiency and fight corruptive behaviour, similar to the online documentation taking place in Nigerian ports.

Another example of good practice is reflected in a case study of corruptive behaviour reported in the perception study, where a ship was approaching a port and port officials such as immigration, customs and veterinary services boarded the ship to conduct their inspection. During the time that these port officials were on board the vessel, a number of ship visitor cards, used in exercising maritime security functions, were stolen. This theft was reported to the port authority which immediately closed off the port facility, stating that no one could leave the facility until the cards were found. The cards were found and returned to the ship. The port took the breach of the International Ship and Port Security (ISPS) Code seriously which showed good governance at that port. Such an example can help the port attract and retain good customers.

The research shows that cultural assumptions vary of what corruption is and whether regulation or enforcement is necessary which can be due to strong social control created by specific relationships. For example, a comparative study of United States (US) and European managers found that corruption was considered the price of doing business or necessary given the competitors' behaviour as follow: French managers (55%), German managers (38%) and US managers (17%)⁴². Business ethics and corruptive behaviour are continuing to be taken seriously on a global scale, and the UN Global Compact provides guidelines to instil ethical values, a process that must take place at all levels of an organisation.

A number of international institutions have addressed the issue of corruption. This is the case of the OECD Guidelines for Multinational Companies and the UN Global Compact are international standards which contain included sections on anti-bribery and corruption. The UN Convention against Corruption adopted in 2003 and the OECD Anti-Corruption Convention of 2009 specifically addresses corruption. Practical tools and standards have also been made available. The OECD released in April 2016 an anti-corruption toolkit⁴³ that can be used by governments around the world. The toolkit provides guidance to examine channels of corrupt payments and covers policy-related areas. Other tools that address corruptive

behaviour include the World Bank Guidelines, Exhibit seven⁴⁴, the TRACE standard⁴⁵ – “Doing business with intermediaries internationally”, and MACNs introduction of their anti-corruption principles – “Seven principles” that apply to members essentially, but can be used by others. Finally, the Baltic and International Maritime Council (BIMCO) have recently provided an Anti-corruption Clause for Charter parties⁴⁶.

At the national level, in 2010 United Kingdom (UK) introduced the Bribery Act to update and enhance UK law on bribery including foreign bribery in order to address better the requirements of the 1997 OECD anti-bribery Convention. It is now among the strictest legislation internationally on bribery in terms of the legal response to corruption that takes the form of offering or taking bribes⁴⁷. It introduces a new strict liability offence for failing to prevent bribery, and strict penalties for active and passive bribery by individuals as well as companies. There are no longer differences in legal terms between bribery in the private or in the public sector and the legislation describes six case situations where financial or other forms of advantage should not be offered or taken. Relevant to this paper, this means that the Act has made facilitation payments illegal. The United States provides the Foreign Corrupt Practices Act (FCPA) of 1977⁴⁸, as amended, which was enacted for the purpose of making it unlawful for certain classes of persons and entities to make payments to foreign government officials to assist in obtaining or retaining business. Some member States have followed suit with their own national legislation.

MACN was created after the update of the UK Bribery Act due to the risk of fines and imprisonment for shipowners if they do not have procedures to mitigate corruption⁴⁹. While this and other examples of good practices and responsible governance take place in many countries, it is also important to monitor these initiatives, conduct more studies and to disseminate good practices that can be transferred to other areas of the ship and port interface. To effectively address corruption, it is to strengthen enforcement in every sector of the economy, including the role of law enforcement bodies, such as the police. However, the findings presented here from different research studies, show that the ship and port interface is not without serious challenges, and suggest discrepancies in policing and enforcement that must be analysed accordingly. What is also apparent in these findings is the considerable pressure and stress that is associated with practices in the ship and port interface for seafarers in general and ship captains in particular. This stress occurs when seafarers have to be persistent in their refusal to pay facilitation payments or when they are threatened. Good practices and initiatives will contribute to promote improved services in maritime activities impacting safety, security, economic and environmental sustainability. This can however not stand alone, and must be accompanied by training, capacity building and assistance to seagoing personnel in evasive techniques that can divert pressure from corruptive public officials.

4. CSR from a general perspective

CSR is a response to social, environmental, political and economic concerns, due to an increasing public awareness of how commercial activities have an impact on the environment, and how in turn the impact affects the public⁵⁰. Whether or not a business can benefit from CSR activities, it is now widely agreed that CSR is a core business issue and some studies show a positive connection between CSR and values in corporate and financial performance⁵¹. According to the ILO and the IOE, CSR is:

- Voluntary – voluntarily adopting socially responsible conduct beyond their legal obligations
- An integral part of company management
- Systematic not occasional
- Linked with sustainable development
- Not a substitute for the role of government, collective bargaining or industrial relations⁵².

The European Union (EU) adopted a strategy in 2002 to promote CSR entitled, “Communication concerning Corporate Social Responsibility: A business contribution to Sustainable Development”. This strategy was based on the voluntary character of CSR, its credibility and transparency, and the involvement of Small and Medium-sized Enterprises (SMEs). The EU definition of CSR also stresses that CSR is voluntary and goes beyond what the law requires⁵³. A company that acts in accordance with CSR principles is expected to go beyond compliance with the law. However, there are discussions as to how voluntary is CSR, as responsibility can be interpreted in many different ways by a particular company. For example, the Coca-Cola bottler company in China, Swire Beverages, has worked hard to reduce its water use ratio. Swire reports a reduction of 39% since 2004 in its 2010 Sustainability Report⁵⁴. This reduction stands for billions of liters of water saved in a country where there is an increasing water crisis. In such a case, Swire is considered to be going beyond compliance on an issue that is at the very core of its business. Therefore, while Swire is voluntarily addressing its social and environmental responsibility, it is also mitigating a business risk, in relation to water preservation, attending to its reputation and its license to operate.

Some companies are in fact using CSR to push business processes, such as innovation, cost savings, brand differentiation, long-term thinking, and finally, customer and employee engagement. Some companies seem to institutionalize⁵⁵ CSR within their transnational organizational structure⁵⁶. Many large multi-national companies have a range of CSR activities which have led to institutional⁵⁷ mechanisms that govern their global operations. This includes codes of conduct, ethics and practice. For instance, Coca-Cola and Nestle adopted global water stewardship programmes and Siemens’ implemented anti-corruption policies throughout their global operations⁵⁸. Another example is of how national institutions in the home or host country of a multi-national company shape and institutionalize CSR practices, achieving wide-ranging changes in institutions in developing countries. The Fair Trade movement is one such example.

WalMart, an American multi-national retail corporation, may be considered as another good practice of CSR. In 2004, WalMart had 7022 stores, a fleet of 7200 trucks and their revenue was 285 million USD⁵⁹. However, despite its size, WalMart was not especially popular and attracted many lawsuits. There were numerous protests, bad press, political opposition, investigations, labour problems, health insurance and environmental problems. But more importantly, 8% of the customer base stopped shopping at WalMart. This development triggered an attitudinal change in management that ricocheted throughout the company. Following a change process, management began to use transparency as a market force, and examined ways in which sustainability could increase the worth of the company. The company began to trace its product trail by requiring that its more than 100.000 suppliers around the world provide information for a sustainability index for each product in all of its stores. Such a company can have a big impact on business operations around the world. However, the WalMart case shows that attitudinal change is important for a company, in order to both operationalise and harvest the benefits of core CSR activities.

CSR activities are certainly on the rise. This is in part due to the support from the ILO⁶⁰. Western European, particularly Scandinavian public sector entities are more active in promoting CSR⁶¹, and this is largely associated with big companies. These companies have more resources to invest in CSR. They also have a higher profile which can attract media attention in a marketing paradigm. However, while it can be argued that size matters, change in corporate behaviour is necessary regardless of size, and small and medium sized enterprises have many of the same reasons for engaging in CSR activities, such as avoiding risk and taking advantage of opportunities.

4.1 CSR in developing countries

Visser⁶² argues that CSR in developing countries is different from developed countries. In developing countries CSR is less formalized, predominantly taken up by larger companies, and there is often a trade-

off, such as development vs. environment or job creation vs. higher labour standards. A study conducted in The Philippines⁶³ concluded that it is the larger shipping companies that are familiar with CSR. Examples of good practices of ethical CSR that is value creating⁶⁴ include arrangements that offer seafarers and their families training in financial management, entrepreneurship and health services. Although CSR awareness is growing in The Philippines, the activities to date are mostly Philanthropic CSR⁶⁵, such as environmental relief and soup kitchens. This is in line with other studies conducted in Asia⁶⁶.

Nigeria has an established “culture of charity”, where wealthy individuals and institutions contribute to charitable causes. For example, the Nigerian Port Authority (NPA) has an acclaimed stand point on corporate social responsibilities, and has highlighted two social projects that they have taken part in, namely, a project donating funds to aiding refugees and another project donating funds to health-care⁶⁷. Both projects can be characterised as Philanthropic CSR⁶⁸, which is in line with findings in other studies conducted in Africa⁶⁹. Enactment, monitoring and enforcement of agreements, regulations and byelaws are also specified statutory functions of the NPA.

There are a range of CSR activities in Brazil. However, the development of CSR has been and still remains largely driven by the business community. In the 1990s the actors and institutions promoting CSR expanded to include political parties, nongovernmental organizations (NGOs), trade unions, the media, local government, consumers and shareholders⁷⁰. However, there are only few public actors at the national level that engage in developing CSR, and policies that support CSR are at different stages of development at the state and municipal levels. The main aim of the public sector’s CSR activities is to promote and mobilize additional business resources for social and cultural programs that are in line with public interests. The main mandating activities of the Brazilian public sector therefore concentrate on tax incentives to foster companies’ social investments. In respect to partnering, some efforts are made by the public sector to promote social investments on the part of the business community. A related rationale behind public CSR promotion is to reduce social inequalities by mobilizing business resources, thereby addressing the challenges of socio-economic development in Brazil which is more in line with the concept of shared value.

In terms of the future development of CSR in Brazil, stakeholder input would be the first task needed in order to establish a comprehensive CSR strategy. However, this must also be coupled with initiating various awareness-raising activities in order to enhance both public and private knowledge and understanding of CSR. Finally, basic legislation regarding the areas of corporate governance, transparency, reporting, responsibility and sustainability would also have to be developed.

India has a rich tradition of philanthropic activities by businesses although this is predominantly⁷¹ in the form of private persons and corporations’ contributions to donations, charity events and other activities. However, in 2013 the Companies Act (CA) was amended to include a new provision (Clause 135), which came into effect 1 April, 2014. The Act defines CSR as activities that promote poverty reduction, education, health, environmental sustainability, gender equality, and vocational skills development. Companies can choose which area to invest in, or contribute to central or State government funds earmarked for socio-economic development. The provision was designed to improve the lives of the community through sustainable interventions in the fields of education, environment, health, water and environment⁷². This provision⁷³ applies to Indian companies and to branch and project offices of a foreign company, operating in India with a) net worth of Rupees (Rs) 5 billion or more (83 million USD), b) a turnover of Rs. 10 billion or more (160 million USD), or c) a net profit of Rs. 50 million or more (830.000 USD) during any of the previous three financial years. The provision requires companies to spend at least 2 % and max 5% of their average net profit on CSR⁷⁴ related activities. This means that approximately 8,000 companies will be spending up to Rs. 150 billion (2 billion USD) on CSR activities. It is required that a committee be constituted comprising one-third independent directors and at least one woman. The committee is required to formulate a CSR policy to indicate the activities to be undertaken, and preference is given to activities in local areas in which the company operates. The company must disclose

the contents of the policy and provide transparent monitoring. If a company fails to comply with this legislation, it must state the reasons. Other nations could follow this example, even if only as a response to companies that might argue for a level playing field.

These examples show how companies in developing countries focus on the environmental and social issues under the CSR umbrella, which range from philanthropy to activities partly pushed by the government, putting the voluntary aspect of CSR under pressure. In the case of India, the government regulates both governance and CSR activities, while the main focus of the CSR activities remains of philanthropic character. The implication is that the traditional boundaries between public and private become somewhat blurred. The example of India, with the range of issues now covered by legislation could be interesting for other developing countries and the examples of both India and Brazil show how variations of CSR can drift into regulation. Despite the good examples of social projects shown here, they do not lend themselves to any clarity of whether a company actually learns how to be socially responsible. The KPMG report⁷⁵ argued that the most common reason for companies to engage in CSR is due to a CSR regulation that has been installed in their country. However, such regulation has not necessarily proved to be a catalyst for improving governance in shipping⁷⁶.

4.2 CSR in the maritime industry

Although there is a growing awareness of CSR activities in the maritime industry, other industries are leading in this area. Despite a predominant focus on environmental issues⁷⁷, the maritime industry has taken important initiatives, including shipping companies and ports in the Baltic Sea Region⁷⁸. For example, in 2015, Stena Line began to convert the engines from its fleet to methanol gas driven engines on Stena Germanica⁷⁹. The emissions from methanol are somewhat similar to that of Liquefied Natural Gas (LNG), but are easier to process and not place the same demands on infrastructure⁸⁰. The emissions of sulphur (SOx) are going to be reduced by 99 percent, nitrogen NOx by 60 percent, particles (PM) by 95 percent and carbon dioxide (CO₂) by 25 percent when compared to other fuels available at the time. Stena Line has recently ordered four more gas driven ro-pax ships to be delivered in 2019, which will be run on either methanol or LNG⁸¹. Another example of a shipping company is Norden, which submits an annual CSR report and an annual report to the Carbon Disclosure Project (CPD). Norden improved its own ranking from number 7 in 2013 to number 5 in the CPD's 2013 Nordic 260 Climate Disclosure Leadership index⁸². Larger international shipping companies have also recognised the benefits. However, it can be argued that the conversion is a result of the SOx regulation in Northern Europe from 1st January, 2015. It is to be noted that the solution chosen by Stena Line, does go beyond the SOx issue in relation to the other emissions mentioned.

Some companies are not only exporting their products and services, but also their Code of Conduct⁸³, requiring their suppliers to abide by the same code of conduct or submit their own sustainability report⁸⁴. In 2013, the International Marine Purchaser Association (IMPA) launched a responsible supply chain management initiative, in which many shipping companies participate⁸⁵. This global initiative focuses on the supplier code of conduct, which includes a set of social, environmental and economic principles based on the UNGP. In the last decade, consumers, suppliers and NGOs in the land-based industries have increasingly required information on traceability and transparency of products and producers are demanding quality management systems from the stakeholders in the supply chain⁸⁶.

Another good practice example can be seen from the shipping company Maersk, which established a sustainability council, publish an annual CSR report, as well as an environmental policy⁸⁷. However, it can be argued that Maersk's decision to produce a sustainability report was a result of the legislation adopted by the Danish government, and its efforts to facilitate CSR⁸⁸. The legislation required that the first report was due for the financial year of 2009, requiring larger Danish companies to report on their CSR policy⁸⁹. A company that does not have a CSR policy is required to expressly indicate the absence of the policy. Although CSR is still voluntary, the Danish government adopted the regulation to promote the

responsibility of companies⁹⁰. Maersk also has a company policy on corruption⁹¹, and in 2015, Maersk Line took a leading role in a MACN-driven “Say-no” campaign to eliminate facilitation payments during transit in the Suez Canal. This good practice example shows how private companies can influence commercial processes in different parts of the world through their CSR strategy. Such companies, through this public exposure of their business responsibilities to society, develop a profile which can attract well qualified employees who seek more returns from their work than just a pay package. By the same token, smaller companies that provide sustainability reports can achieve a similar competitive advantage over other companies that do not produce such reports. Such good practices can be replicated, including in developing countries, encouraging them to promote the CSR agenda in the maritime industry.

Another development in the area of CSR concerns what is referred to as shared value⁹². Shared value is a business concept that comprises reinventing capitalism while unleashing innovation and growth⁹³. The central premise behind the concept is that there is the generation of economic value by a company in a way that also produces value for society, by addressing some of its challenges⁹⁴. This provides for new opportunities for economic development that enables a community to achieve social development to which a given company investment contributes – a joint company and community value creation. The European Commission (EC) has also discussed the development of the concept of creating shared value⁹⁵. According to the EC, the concept refers to the way in which enterprises seek to generate a return on investment for their owners and shareholders by means of creating value for other stakeholders and society at large. This links CSR strongly to innovation, especially in terms of developing new products and services that are commercially successful and help to address societal challenges⁹⁶. Maersk has engaged in shared value by facilitating growth markets in Ghana, Somalia and East Africa. Companies in other industries such as WalMart, Unilever and Nestle have also engaged in shared value initiatives. Although voluntary, some of these activities are more related to occasional profit maximization, rather than related to CSR⁹⁷.

Shipping has been acknowledged as one of the strong catalysts of socio – economic development. A study⁹⁸ commissioned by the Danish Shipowners Association, investigated the socio-economic impact of Danish shipping companies using the shared value definition by Porter and Kramer. The study investigated the impact of Danish shipowners such as Clipper, Lauritzen, Maersk Line and Norden. The overall conclusion was that these companies develop successful business models while they, at the same time, generate socio-economic benefits. However, the study also argued that despite increases in international trade and overall Gross Domestic Product (GDP) per capita in developing countries, this has often taken place without increasing income equality and welfare. In conclusion, the danger with shared value can be that if the economy dictates investments elsewhere to be more appropriate, disinvestment from a region can have negative consequences for the people affected.

A study⁹⁹ dealing with the business case for CSR in Australian seaports found that societal demands for inclusivity and accountability and government’s demands for transparency and social responsibility were among the drivers for CSR engagement. The study concluded that ports needed to understand what stakeholders expect and the potential outcome of CSR in order to evaluate the risks of disclosure. There was a need for a set of CSR guidelines and Key Performance Indicators (KPIs) relevant to ports. These findings could be relevant to drive further research into how the CSR agenda can be a driver for benefits to ports.

The example of a company which may be considered as a case of good practice in implementing CSR is Magsaysay that operates in the Philippines. This company has an official commitment to CSR and has received several CSR awards for its efforts. CSR is integrated into the company’s operation and is not treated as a separate and distinct area. Their CSR initiatives include: building houses for the homeless, providing scholarships, promoting livelihood programs, and the establishment of a social foundation. Its programs include education, culture and arts enhancement, family health and child care, financial

management, entrepreneurship development, community empowerment, volunteerism and environmental protection. Magsaysay also has a family service centre that offers advice and monetary training for seafarers and their families, health programs for the families and handicraft and entrepreneurship courses for seafarers’ wives. These activities, with a philanthropic colour, involve actions that go beyond compliance and especially interesting is the focus on the social aspect of CSR. Such examples of CSR are however few in the maritime industry¹⁰⁰.

Implementation of CSR policies are not without challenges for shipping companies. For example, a shipping company that publicizes a policy against corruptive behavior in its CSR reporting can be compromised in parts of the world where it is difficult for a ship to leave port without paying “facilitation payment”. For example, Maersk has, with its anti-corruption approach, addressed facilitation payments. However, when this is conveyed to port officials, the response can slow down the course of Maersk’s business, with knock-on effects on other users of the port. It can be difficult to change cultural ways of doing business that have been going on for many years and that some port officials do not necessarily interpret as corruptive behavior. Differing understanding of governance and local cultural practices in relation to the ship port interface can be expensive and extremely difficult to change, particularly when it may be perceived as foreign values. Although lagging behind other industries, the maritime industry is making strides.

5. A New Term of Reference for MG and CSR

The introduction of the concept “triple bottom line” (TBL) by Elkington¹⁰¹ has influenced the need for businesses to account to a constituency beyond its shareholders. However, managing sustainable development can pose different challenges for companies, and for different countries as pointed out above¹⁰². There is no one size that fits all. DNV inserted the below Figure 1 in their annual report to discuss how the TBL can be used by maritime companies as a supplement to the financial bottom line. In essence this was viewed to be the first bottom line a company must attend to, and the most important. The DNV report has defined CSR as corporations’ contribution to sustainable development however this is not adequate, as sustainability is not the same as responsibility. Nor does this definition serve as an explanation that is inclusive of the role that MG can play in a more responsible maritime industry. It is argued that Figure 1 merely portrays what others have argued before, that companies in the maritime industry focus on regulation and sustainability governance¹⁰³:

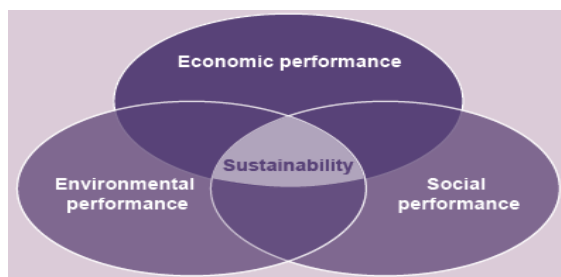


Figure 1: A triple-bottom line for business (Source: DNV, 2004)

The term sustainability was popularized in The Brundtland report,¹⁰⁴ and has become one of the most prominent issues of the global economy¹⁰⁵. There is an awareness about sustainable development in the maritime industry, and for many good reasons. The recent financial crisis is one reason, and by focusing on sustainability of the company and reporting their performance, companies have begun to realise that there are benefits to be gained¹⁰⁶. However, the uptake of sustainable development has also been hindered by development being defined primarily as economic growth¹⁰⁷.

As highlighted in some of the examples in the previous chapter, and some examples will follow in the next, we are seeing the dynamics of MG and CSR, where companies are involved in self-regulation that goes beyond regulation, penetrating the sphere of public administration. These activities are

transforming market conditions with new demands from companies, regulators, customers, stakeholders, investors and NGOs concerning, for example, energy efficiency, climate change, pollution and sustainable supply chain management. Some companies in both developed and developing countries are addressing issues that are usually addressed by the public sector, and at the same time, the public sector is increasingly promoting CSR in its own policies in order to increase responsibility. Some private actors also believe that it is better to influence the regulatory process themselves than to have to implement regulations over which they have little influence. Despite the differences in the way that MG is managed in different States, progress is being made. Studies have revealed serious enforcement issues in the ship and port interface, some of which are difficult to address on the short-term. However, some progress is being made through the installation of more transparent processes and there are examples of better enforcement in the public sphere.

This progress shows that the lines of the private and the public sphere therefore merge into new constellations, contributing to the shift in governance from mere command-and-control to a form of participatory governance where both public and private actors operate¹⁰⁸. The promotion of more private voluntary actions in shipping is recommended, such as green practices¹⁰⁹ and public-private partnerships. The UN and international frameworks that have been created seem to institutionalise CSR at a global level, by creating norms, rules and standardised procedures for CSR¹¹⁰. In that trans-national entities do not have the impact of national enforcement, they offer standardised rules through frameworks that afford companies to engage in self-regulation. Research shows that the industry is transforming with new partnerships, new forms of governance and hybrid efforts to comply with and go beyond national and international regulation¹¹¹. These developments, therefore, do not support the claim that MG exists alone in the form of public administrations on the one hand, and CSR in the form of maritime enterprises on the other. Figure 1 presented above does therefore not suffice as an appropriate Term of Reference for addressing MG and CSR. There is therefore a need for a new Term of Reference that is more inclusive.

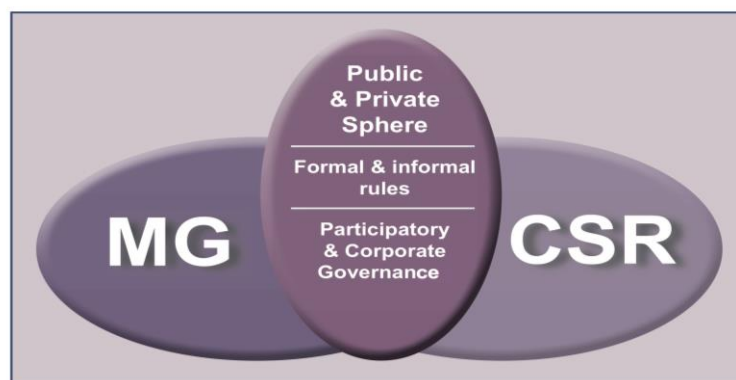


Figure 2: The new Term of Reference model for MG and CSR; "The G-R model"

Figure 2 suggests a new Term of Reference as a way of including and addressing the developments we are seeing today in relation to MG and CSR entitled "The G-R model". The title is an abbreviation of the concepts, Governance and Responsibility. The overlapping area depicts the sphere where public and private actors, traditional governance and voluntary and self-regulatory activities¹¹², incentives, participatory and corporate governance reside. The figure shows how the relationship between the public and private sector is interdependent, how it is shaping and re-shaping the boundaries between MG and CSR. The more traditional boundaries that have existed between public and private have become somewhat blurred. It can also display that the behaviour of companies does not take place in isolation. Companies influence each other and are influenced by governments, NGOs, and stakeholders¹¹³. The G-R model can be a framework that facilitates a better implementation of maritime governance, through but not limited to, new forms of participatory governance that will come into existence. With this model,

there is an opportunity for both developed and developing countries to take advantage of the increasing interest in CSR to mandate, facilitate, partner and develop business management practice by sharing experience and capability alongside key public policy and governance goals.

6. Implementation of the G-R model

Using the G-R model, this chapter will present and discuss some of these challenges and good practices from the data in the perception study.

The findings from the perception study¹¹⁴ confirm that public and private actors experience challenges when implementing MG and CSR. While maritime professionals prioritized human and social issues, environmental issues and corruption as the biggest challenges, the three respondents from Denmark prioritized the challenges corruption, labour conditions and environmental issues. This shows a slight difference in priority between the respondent groups. It is not surprising that human and social issues are rated the highest by the maritime professionals, as social and environmental crises are usually most acutely felt in developing countries¹¹⁵. The fact that the findings showed that maritime professionals' rate bribery as least significant whereas Danish Shipowners, rate it as most significant can indicate a difference in cultural understanding of what business ethics comprise. This indication is also evident in the findings in the follow-up interviews. The differences of cultural understandings of CSR have also been evident in other studies¹¹⁶. The fact that there are differences in how the CSR agenda is viewed in developing and developed countries is not a new phenomenon, as Visser¹¹⁷ has also explained in comparing Carroll's CSR Pyramid to an African context (South Africa and Kenya). However, despite the difference in priority, the study shows that the greatest challenges for the maritime industry are perceived to be the same, for all respondents in the study. However, the G-R model can also be used to explain that informal and formal rules shape behaviour, and this in turn will create different versions of MG and CSR in different contexts.

The follow-up interviews identified corruption as the greatest challenge. However, several good practices indicating how to operationalize MG and CSR were also identified. It also became evident in the study that in developing countries, the solutions to the challenges called for the participation of both private and public sectors to facilitate the activities.

Respondents were also asked to provide a prioritised list of practical tools that public and private actors could use in order to promote better governance and CSR, which is based on the G-R model. Based on the perception study, Table 1 presents a prioritised list of seven suggestions that have been made operational (see Appendix 1), including examples of how public and private roles can be designed in an inclusive way. It is important that the operational suggestions and incentive schemes in Appendix 1 are locally relevant in order to be effective and sustainable¹¹⁸.

*Table 1: Prioritised suggestions to promote MG and CSR from perception study
(Froholdt et al. 2013; Froholdt 2015)*

1	Better company guidelines and policies
2	Better national and international laws
3	Stronger enforcement
4	Better education on existing laws
5	Training of public employees, managers and youth
6	Incentives
7	Stronger national infrastructure

The first prioritised suggestion in Table 1 is "Better company guidelines and policies" and the third suggestion involves "Stronger enforcement". Operationalizing these suggestions together can be done through better planning procedures and installation of online services for ports. The rotation of customs agents and the reduction of face to face contact with clearing agents can reduce the opportunities for corruptive behaviour as can be observed in the good practices of Maputo and Mozambican ports. This is

also the case with respect to the Nigerian Ports Authority which seeks to improve governance and port efficiency by integrating information flows through the introduction of the Electronic Ship Entry Notice (e-SEN)¹¹⁹.

This single electronic window system is being increasingly used in ports in many parts of the world, for example in Germany, Guatemala, Senegal and the US¹²⁰. It is also the case for Kenya, where the Kenya Trade Network Agency, (KENTRADE), a state corporation under the national treasury was mandated to establish a national electronic single window system in Kenya in order to facilitate trade¹²¹. The e-SEN reduces face-to-face contact and both the number and overlap of procedures, and is monitored through external audits¹²². Another interesting development is the establishment of Port stakeholder meetings that take place in Nairobi, Mombasa and Nigeria. For example, in Mombasa, the stakeholder committee meetings take place weekly, in order to minimise complaints and address issues of common interest. This committee includes participants such as, port police, veterinary, port authority, customs-and clearing agents, freight forwarders, and there is a specific committee meeting for shipping companies. Each committee has an anti-corruption committee with a whistle blower system. These developments provide good examples of strengthening public and private partnerships that derive from the G-R model. The study undertaken in Australian ports is also relevant as good practice, as the findings show how MG, combining better governance practices that include better design, implementation and enforcement of rules with CSR, can be part of sustainable and responsible development. The CSR guidelines can be used to drive the process and established Key Performance Indicators (KPIs) can be used to monitor and adjust the development of the processes should this be needed. These tools could be very useful to support good governance as well as to drive CSR in ports, in the context of the G-R model .

The second suggestion refers to “Better national and international laws”. As mentioned earlier, India introduced a new clause in their Companies Act of 2013. Such provisions relate to CSR, and provide an example of legislative provisions that could be followed by other countries, although regulation alone has never proved to be a catalyst for improving governance in shipping¹²³. This is an example of a merge of MG and CSR that can be reflected in the new Terms of Reference, as CSR was designed to be voluntary and going beyond the requirement of the law. Strengthening of enforcement is the point to emphasis here, more than CSR. This has been happening in many countries, including India, Tanzania, Panama, Philippines, Vietnam and China. The emphasis is on not only following the laws that already exist but doing that in good time so that the ship or cargo-clearing processes are not delayed. PSC functions are also being more actively carried out in both the Tokyo and Paris MoU member countries. This has not only led to better governance but to reducing the opportunity for graft.

Recent decisions taken by the Government of Panama provide another example of MG and CSR. The Panama Maritime Authority (AMP) adopted a resolution requiring maritime concessionaires to pay a fee to support social projects. As of January, 1, 2016, AMP implemented a special three (3) year discount for ships already registered or for ships that register under the Panama Flag. To apply for this discount the applicant must present evidence of the implementation of CSR programs that are focused on the reduction of air and sea pollution from shipping. This is another example of implementation of the G-R model as it shows how CSR drifts into regulation and blurs the boundary between the public and private sphere. It will be interesting to follow the influence that this regulation will have on CSR in the maritime industry in Panama, and how business management practice and public policy and governance goals will influence the responsibility of the industry. Although AMP shows good initiative in adopting this clause and seeking to enhance social responsibility in the maritime sector, there are some aspects that need to be monitored in the future¹²⁴. Firstly, the social projects are assigned to companies which can be situated geographically remote from the company. Secondly, the social project can be very different from the core activities of the respective company. Finally, AMP will need to find a method to monitor the development of these projects in order to evaluate the effectiveness of them.

Another good practice example of governance can be seen inside the Viña del Mar MoU Agreement. In section 1.3 of this Agreement¹²⁵, it is established that *“Each and every Maritime Authority shall make efforts to reach, within a maximum three-year term as from 28 May 2006 (date on which the amendment entered into force), a minimum number of inspections of 20% of the different foreign vessels, hereinafter called “vessels”, which may have entered the ports of its State during a recent representative period of 6 months”. The Argentinian Recognised Organisation for undertaking PSC is the Prefectura Naval Argentina, the Argentinian coastguard. The Prefectura goes further than the mutual agreement with the other members of the Viña del Mar Region:*

“Exercising Port State control of vessels so as to verify compliance with international standards and rules to ensure safety and security of life at sea and to prevent pollution from vessels. For such ends, a minimum level of inspections is established according to which 25% of different foreign vessels calling at Argentine ports during the previous 12 months is inspected. Direct recipients: Flag States, seafarers, shipowners, shipping companies, port operators, classification societies, recognized security organizations, shipping agents. Indirect recipients: insurers, cargo companies and shippers, producers, shipping suppliers, citizens in general.”

Such an example shows how a maritime administration in an emerging economy operationalizes good governance. The documents are transparent, as are the performance indicators that show how they comply and improve governance, and demonstrate to stakeholders that their services go beyond compliance, showing both efficiency and effectiveness. This is just one example from the nine regional agreements on port State control around the world. The United States Coast Guard maintains the tenth PSC regime¹²⁶. Although this initiative by the Prefectura from the first stance can seemingly enhance good governance in the region and push sub-standard shipping companies to comply with regulation, it can from a shipowners perspective mean more inspections, which does not level the playing field. However, ensuring that all member States in the Viña del Mar Region agree on the minimum level of inspections using a more transparent and balanced policing is more in line with the G-R model.

The implementation of international law is a matter for the individual member States. However, creating awareness about the benefits of complying with laws and instilling incentives can be a way to better implementation. Research institutions and Regional PSC MoU jurisdictions should be encouraged to conduct reviews of port procedures in order to gain more knowledge of governance procedures, and to compile and promote good practices. Good practices from other ports can be exactly the support needed in order to engage in improving governance. Another good practice example can be seen inside the European Maritime Safety Association (EMSA) which provides supporting tasks that aim at ensuring the overall effectiveness of the EU port State control system. These tasks include the organisation and delivery of training through seminars that are held for port State control officers¹²⁷. An idea for training and seminars could include a focus on organizational values¹²⁸, which are the accumulated and often unspoken beliefs held about how work should be done in an organisation, that guide employee behaviour. Value workshop training can therefore be a way of ensuring a unified understanding of the law and how it should be implemented. Finally installing internal audit mechanisms is a means to address poor implementation of national and international laws. These audits can guide a continued improvement of governance.

The fourth suggestion from the respondents to improving MG and CSR and promoting the G-R model was “Better education on existing laws” and the fifth was “Training of public employees, managers and youth”. One way of operationalising these suggestions would be to offer training and assessment to PSC inspectors, and to create awareness about this training at regional, national and local levels. If PSC administrations were offered a harmonised basic training program, this could address eventual discrepancies in the performance of the individual administrations. Institutions offering education and training programs in MG and CSR could be endorsed by both public and private actors in order to create

awareness about their existence, and show the necessity for more knowledge. More research could be conducted on the implementation of the G-R model to compile knowledge that can in turn be fed into these education and training offerings.

The sixth suggestion of creating “Incentives” provides a range of possibilities to show how the G-R model can be implemented. Guidelines for voluntary reporting and the endorsement of good practices that work are important incentives. It can be noted that incentives have different target groups. However, both public and private actors can promote MG and CSR in their own policies and ensure that these initiatives are made transparent and accessible to others. An example of this can be seen in the recent rollout of Stena Recycling’s three recycling seminars, where the company has invited the public to learn about how Stena Recycling creates sustainability, with the objective to inspire companies, universities and society at large in effective recycling, and to call for creating value together¹²⁹. Whistle blower and complaint systems must also be in place in order to encourage employees to bring ethical and legal violations they are aware of to an internal authority. This is important so that action can be taken immediately to resolve the problem and to show employees, that the public or private entity is serious about complying with the law. Another type of incentive is the example of the Busan Port Authority that allows a fee reduction for ships with an enhanced Environmental Ship Index rating. The incentive allows ships to qualify for exemption or reduced port fees. This is intended to gain a competitive advantage by attracting ships to the Port of Busan. Incentives also play a role in blurring the lines between MG and CSR as presented in the G-R model.

A strong example that takes its point of departure in the G-R model can be seen in the last suggestion in Table 1, which is to create “Stronger national infrastructure”. This is reflected in the example of India’s decision to use the PPP model. By equipping coastal states and existing ports with advanced technology and expanding their capacity, streamlining security clearance procedures and standardising various documents, the benefits of PPPs are expected to be enhanced through more efficient, traceable and transparent procedures. These initiatives will improve governance in ports and install more transparent and traceable processes through an extensive stakeholder consultation process which can be followed in the future.

In summary, the G-R model proposed can explain how MG is being enhanced and the role of CSR is increasing in changing the maritime industry by creating new types of institutionalism. From a theoretical perspective, the new Term of Reference reflects what is called Institution theory¹³⁰, which can be used to investigate the boundaries between business and society. This paper has shown how the wide range of codes of conduct, such as UNGC, IMPA ACT, are institutionalising better governance and resituating both MG and CSR in a wider context, where the dynamics of companies influence and are influenced by other social institutions. Capitalising on the interest in CSR to facilitate and endorse public policy goals also enhances better governance. Some of the good practices presented in this paper are still very new, and it is therefore too early to identify the impact that they are having.

In conclusion, the practical tools or action points in Table 1 and further elaborated in Appendix 1 can form a list of initiatives or incentive schemes to build awareness of the MG and CSR agenda within private and public sectors, including those who promote best practices, key players and the society at large. A list of initiatives (see Appendix 2) on the basis of the perception study and the follow-up study has been drawn up. Further country-specific assessments would be useful to support the contribution that MG and CSR can make to sustainable development.

7. Concluding remarks

This paper defines and explores Maritime Governance (MG) and Corporate Social Responsibility (CSR) in a maritime context, investigates the impact of these concepts and compiles and examines best practices in

MG that exist or could be improved, including the growing role of CSR. This paper has also sought to analyse how to operationalize the two pronged Term of Reference of MG and CSR, through the implementation of the new G-R model, and the extent to which they have contributed or can contribute to responsible development and improved governance. Based on the studies undertaken that examined incentive schemes and practices, it is clear that for public and private actors, there is a need to strengthen national laws, enforcement measures, company guidelines and promote education and awareness-raising. Respondents in one of the studies also point to the necessity to enable new actors, such as stakeholders and society at large to contribute positively to the MG and CSR agenda.

The data showed, the lines of MG and CSR are becoming blurred and the voluntary aspect of CSR is moving into regulation in some countries. The UN frameworks seek to institutionalise CSR at a global level, by creating norms, rules and standardised procedures for CSR¹³¹. Larger companies can promote good governance by requiring the adoption and implementation of a specific Code of Conduct from collaborating companies. This can strengthen their competitive advantage over those companies who fail to produce such a report or code. This also shows how the boundaries of governance become enlarged and include participatory and corporate governance, creating new forms of institutionalism, which all support the relevance and the validity of the G-R model (figure 2). The paper presented good examples of how MG and CSR are influencing each other.

Companies that have good policies and long-term contracts do have the possibility of attracting and retaining well qualified employees and good customers, and can achieve higher levels of sustainable performance. Incentive schemes and good practice tools can assist the larger and the smaller actors in both the private and the public sectors. Such tools include a single electronic window, transparent performance indicators, rotation of port officials, port fee reductions for environmental performance, guidelines for public and private actors, relevant KPIs, usage of the PPP model and effective, traceable and transparent implementation of national regulations. Regular meetings between ports and shipping companies could also be a way of enhancing improved collaboration and governance. The VIMSAS also provides the opportunity for member States to improve their capacity to implement IMO instruments, and to benefit from lessons learnt and good practices for other member States.

It is noted that change processes are an important part of many of the good practices, tools and examples presented in this paper. Taking into account that change is complex, change strategies must be sensitive to cultural assumptions, the context of the organisation and the people involved¹³². Ultimately, change takes time. Education and training has an important, but often overlooked role to play in this respect. Education must be given a front-seat role in improving MG and CSR, and include training for sea-going personnel in new procedures and techniques to address corruptive behaviour and the stress involved that can enable the organisation to define new and context relevant competencies¹³³.

The suggestions in Table 1 and Appendix 1 are by no means exhaustive, and there is a need for more research. Appendix 2 contains a list of initiatives to help specifically address MG and CSR. CSR still plays a minimal role in the shipping industry compared to other industries like food and textile¹³⁴, although these industries have had their own challenges, as was the case with the Rana Plaza disaster in Bangladesh in April 2013 in which more than 1, 100 textile workers died for failure to observe safety standards¹³⁵. The good news is that there are shipping companies that are incorporating CSR in their business processes, and governments that require corporate processes to be more transparent. They are also implementing sanctioning mechanisms to control unethical behaviour. The strengthening of enforcement and emphasis on existing laws is happening in many countries, and PSC functions are being carried out more effectively, although there is still room for improvement.

The G-R model is a more holistic and dynamic approach to MG and CSR by including various stakeholders and enabling new relationships, including a closer relationship between the public and private sector. It

can contribute to social, economic and environmental responsibility, driving the traditional command-and-control regime towards a more participatory and improved governance regime and create a context for a more responsible maritime industry.

8. Postscript

The Term of Reference proposed in this paper is also in line with the recent announcement by the private sector at the UN Private Sector Forum on September 19, 2016, to commit to support the Sustainable Development Goals (SDGs). The UNGC launched four initiatives at this forum;

1. 'Global Solutions Platform,' which will map and monitor sustainable solutions across sectors and the world;
2. 'Catalyzing Financial Innovation,' which will identify innovative financial products with the potential to redirect finance towards infrastructure and sustainable solutions;
3. 'SDG Leadership through Reporting,' which will promote corporate reporting on the Compact's Ten Principles and the SDGs; and
4. 'Project Breakthrough,' which aims to help companies understand the potential of disruptive technology clusters to enable more sustainable, circular business models¹³⁶.

The fourth initiative presents two fairly new concepts to the maritime industry, namely disruptive innovation and circular economy. *'Disruptive innovation'*¹³⁷ describes a process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up market, eventually displacing established competitors¹³⁸. *'Circular economy'*, a holistic approach, which has already been included in a part of EU 's strategy in 2014 has been defined; *"Circular economy systems keep the added value in products for as long as possible and eliminate waste. They keep resources within the economy when a product has reached the end of its life, so that they can be productively used again and again and hence create further value"*¹³⁹. The Danish container shipping company, Maersk, has already bought into the circular economy model and has begun to investigate how this concept can be used to develop a business case for ships, by building ships that can be recycled, 'cradle to cradle'. These two concepts will play a role in the future in the maritime industry and find rest within the new Term of Reference presented in this paper.

Appendix 1

<i>Prioritised and operationalised suggestions from Perception study to promote MG and CSR (Froholdt et al. 2013; Froholdt 2015)</i>	
Prioritised suggestion	Operationalised suggestion
1	Better company guidelines and policies <ul style="list-style-type: none"> • Public actors engage with private actors in dialogue about good practices of company management. • Public and private actors endorse and facilitate these guidelines and good practices • Publicise leading deliverers on MG and CSR • Establish business advisory services that assist companies in MG and CSR • Engage external support to develop capability in creating guidelines, policies and strategies • Encourage research and Regional PSC MoU jurisdictions' to conduct reviews of port procedures in order to gain more knowledge, compile and promote good practices • Ensure planned procedures for processes in ports • Install online services for ships in port facilities • Endorse and educate public and private companies to install whistleblower and complaint management systems • Encourage private and public companies to export codes of conduct to suppliers • Endorse self-regulation and promote good examples of this
2	Better national and international laws <ul style="list-style-type: none"> • Raise awareness about benefits of complying with laws, benefits of MG and CSR • Create incentives to use MG and CSR • Public actors invite stakeholders for dialogue • Endorse self-regulation-promote good practices, value workshops • Engage in internal audits • Endorse CSR as a potential to positively influence regulation and act as a precedent for policy-making. • Engage in public-private partnerships that promote good governance • Capitalise on the interest in CSR to facilitate, and endorse the CSR agenda alongside public policy goals
3	Stronger enforcement <ul style="list-style-type: none"> • Public and private actors can stimulate markets to comply • Raise awareness in society at large • Monitor particular phases of the delivery of public service in order to mitigate corruption • Monitor public officials reasoning and delay of processing documents, infrastructure and overlapping procedures in order to allocate resources to address specific issues • Install rotation schemes of port officials to avoid development of corrupt networks • Endorse long-term strategic agreements between shipping companies and third party agencies that include training in responsible performance • Endorse companies in developing and developed countries to export codes of conduct
4	Better education in existing laws <ul style="list-style-type: none"> • Develop an agency of special MoUs that could promote, develop and implement a "Harmonised Community Scheme" for the training and assessment of competences of PSC inspectors. • Raise awareness about training in existing laws at regional, national and local levels • Develop training programs in existing laws with a focus on internal ethics, and better understanding of guidelines and policies and how they can be enforced. • Educate public officials, private companies and the society at large in existing laws
5	Training of public employees, managers and youth <ul style="list-style-type: none"> • Develop training programs and develop partnerships with institutions who provide training • Make training programs mandatory for public officials • Promote development of curricula containing MG and CSR in maritime education • Partner with institutions local/regional/national/international offering MG and CSR education • Encourage public and private actors to provide data to education and training institutions that can be used to promote MG and CSR education and knowledge
6	Incentives <ul style="list-style-type: none"> • Develop guidelines for voluntary reporting • Endorse voluntary reporting • Promote incentives and good practices that work • Establish whistleblower and complaint systems in public and private companies • Public and private actors promote MG and CSR in their own policies • Companies make their practices transparent and accessible to other actors
7	Stronger national infrastructure <ul style="list-style-type: none"> • Public actors engage stakeholders and private actors in solutions • Develop guidelines for effective public-private partnerships

Notes & References

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- ² See section 4 in this paper on CSR
- ³ See section 4 in this paper on CSR
- ⁴ http://www.un.org/ga/search/view_doc.asp?symbol=A/69/L.85&Lang=E
- ⁵ See, <https://sustainabledevelopment.un.org/majorgroups/businessandindustry>
- ⁶ 46. We acknowledge that the implementation of sustainable development will depend on the active engagement of both the public and the private sectors. We recognize that the active participation of the private sector can contribute to the achievement of sustainable development, including through the important tool of public-private partnerships. We support national regulatory and policy frameworks that enable business and industry to advance sustainable development initiatives, taking into account the importance of corporate social responsibility. We call on the private sector to engage in responsible business practices, such as those promoted by the United Nations Global Compact.
47. We acknowledge the importance of corporate sustainability reporting and encourage companies, where appropriate, especially publicly listed and large companies, to consider integrating sustainability information into their reporting cycle. We encourage industry, interested governments and relevant stakeholders with the support of the United Nations system, as appropriate, to develop models for best practice and facilitate action for the integration of sustainability reporting, taking into account experiences from already existing frameworks and paying particular attention to the needs of developing countries, including for capacity building.
- ⁷ Authored by Professor John Ruggie, the former Special Representative of the UN Secretary-General for Business and Human Rights
- ⁸ <http://www.imo.org/en/About/Pages/Default.aspx>
- ⁹ Froholdt 2015; Follow-up interviews with maritime professionals
- ¹⁰ Takei, Y. (2014) *Regulatory review in the maritime sector*. Working paper I. Research project "Maritime Governance and Corporate Social Responsibility". World Maritime University.
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- ⁷⁹ <http://www.stenalinefreight.com/news/Methanol-project>
- ⁸⁰ The project was carried out in collaboration with the engine manufacturer Wärtsilä, the ports of Gothenburg and Kiel as well as the world's largest producer and supplier of methanol, Methanex Corporation. The conversion had been carried out in Gdansk, Poland, at the Remontova shipyard.
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- ⁸² Nordic 260 Climate Disclosure Leadership Index highlights companies listed on the Nordic stock exchanges who have displayed a strong approach to climate reporting.
- ⁸³ A code of conduct is a written policy or statement of principles adopted voluntarily by a company to express its commitment toward a particular conduct. By their very nature, company codes contain commitments often made in response to market incentives not to legal obligations.
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Appendix 5

WMU External Examiners Report

Ref. No. 2013-019 Funded by The Danish Maritime Fund



WMU External Examiners' Report regarding the Maritime Governance (MG) and Corporate Social Responsibility (CSR) course module

Background

1. During the annual visit (7-10 November 2016) by External Examiners Professor Moira L. McConnell and Professor William Ritchie to the World Maritime University (WMU), we were asked to also carry out a review of documentation prepared by Assistant Professor Dr. Lisa L. Froholdt, with respect to the MG and CSR modules taught as part of the WMU MSc. Degree programme (2014-2016).
2. The MG & CSR modules had been developed as a deliverable in a project. The project's objectives/deliverables were described as:

To develop and prepare a MG & CSR course module with instructors guide, lecture materials and evaluation of the delivered course in a minimum of three Masters specialization programs a new Master MG & CSR course for delivery in three different Master level Specializations - Maritime Education and Training (MET), Maritime Law and Policy (MLP), and Marine Environment and Ocean Management (MEOM) in Shipping and Management & Logistics (SML), Port Management (PM) and Maritime Education and Training (MET).
3. We note that the project description also provided for an evaluation of the project outcomes as follows:

In a post evaluation phase, WMU will review existing research outcomes and course delivery via two independent Quality Assurance Assessors on the course quality and delivery, satisfaction, utilizing a student survey and evaluation process. The independent review will be combined with questionnaire and interview studies, as appropriate. These methods will help to identify a picture of the initial impact of the MG & CSR course, as well as provide a demographic picture of alumni for future follow-up assessment. The evaluation phase (independent review) will be undertaken by experienced independent assessors.
4. We were provided with syllabi for the respective course modules. including descriptions that identified lecture materials for the individual lectures compiled into two sets; one called "MG and CSR Courses 2014", and another entitled "Revised MG and CSR courses 2015". Student evaluations for the courses that were delivered were also provided.

Comments

5. We reviewed the documentation provided to us and, based on the materials provided to us, can confirm that the lecture/course modules were delivered as part of the courses in the identified WMU Specializations in 2014, 2015 and 2016. The student evaluations, which appear to follow the standard course evaluations for WMU courses, were also received and appear generally favourable and positive with respect to the instructor concerned.
6. In terms of the scope of the assessment envisaged in the project description (as set out above in paragraph 3), our assessment is, however, limited in several respects (aside from the constraints of the time available to review materials in during our visit).
7. Other than observing that the description of the content of the MG & CSR lectures appeared to be appropriate and relevant to the topic we are not in a position to comment in-depth on the substantive content and approach in the modules. We did not carry out student interviews and based on light of the documentation provided we are unable to comment on the impact of the modules or student demographics. Based on the materials provided we are also not in a position to comment on the extent to which project research was undertaken to identify best MG & CSR practices in national maritime administrations.

26 November 2016

Professor Emerita Moira L. McConnell (Dalhousie University, Canada)

Professor William Ritchie (Aberdeen and Lancaster Universities, United Kingdom)

Appendix 5

Internal assessment

Ref. No. 2013-019 Funded by The Danish Maritime Fund



To Assistant Professor Lisa Froholdt
From Registrar/Chair of Quality Assurance Committee
Date 28 November 2016

Internal Quality Assessment of MG and CSR Teaching

I am pleased to attach the report of the External Examiners on the teaching of Maritime Governance (MG) and Corporate Social Responsibility (CSR) to students in different Master of Science specializations. The report was made during the Examiners' 2016 visit, from 7 to 10 November. The External Examiners' report is positive, though noting that an assessment of the impact of the modules or the research element of the project is outside their remit.

The Course Outline for MG & CSR is very clear, with the detailed description required by the Curriculum & Assessment Committee defining the syllabus and the reading lists. As you designed the MG & CSR modules, they are extremely flexible and were easily incorporated into subjects offered to students specializing in Maritime Education & Training, Port Management, and Shipping Management & Logistics. The MG & CSR teaching was therefore benefitting very different types of student in the different specializations, who have different expectations and very different types of future employment. These modules formed part of SML 263 and PM 263 (Fundamentals of Shipping & Port Management), of MEOL 205 (Strategic Management & Leadership) taught to the Classes of 2015 and 2016.

The feedback provided by the students was also carefully considered. Your own teaching was very highly rated by the students in the Class of 2015, who generally rated you either "Exceptional" or "Good", and made particular mention of your outstanding use of up-to-date real-life examples in your teaching to ensure the contemporary relevance of the content. Your colleagues in the public administration field (Professors Bellefontaine and Lindén) were also well rated, as were Professor Theocharidis in the maritime governance teaching and Professor Ölcer in sustainable energy management. It is very noticeable from the comments made by the students that this whole course was new material for them, making demands on their understanding, and leading them into new ways of thinking. This demonstrates the importance of such an interdisciplinary course within the teaching offered at WMU, and its utility in the future to the students after graduation.

The Workshop offered in 2015 and 2016 was an outstanding summary of the teaching and its practical application after graduation. It provided the tools that would be of immediate real-life use after graduation, equipping the alumni to play their parts in implementing good maritime governance practice around the world. It also facilitated creative interaction between the students from different specializations, providing a model for interdisciplinary and creative problem-solving.

This course has proved to be flexible, multiply useful and a great asset to our MSc degree programme. It is to be hoped that it will continue to be offered in the future. Perhaps the final word should be given to one of the anonymous student respondents from the Maritime Education & Training specialization: "It changes my view of how CSR should be, compared to what was being done in my country."

For your information.

Appendix 6

Distance learning analysis

Ref. No. 2013-019 Funded by The Danish Maritime Fund



Introduction

This report presents a summary of the results of an evaluation of the Master Level Course: Maritime Governance (MG) and Corporate Social Responsibility (CSR) and its potential candidacy for distance learning.

Extant Programme

The MG & CSR curriculum accumulates 2 ECTS (European Credit Transfer and Accumulation System) credits, comprised of 50 hours over five modules.

The syllabus covers both social psychological subject matter in conjunction with legal doctrine and corporate practices. The learning outcomes require a deep understanding and appreciation for maritime/ocean governance and their relationship with social responsibility and ethics with substantial emphasis on the optimisation of the interface between ship and port interface and the environment.

The current model consists of an intensive week-long delivery developed for classroom learning, including lectures, seminars and workshops. Heavy emphasis in the delivery is placed on face-to-face interaction and personal reflection on the topics. The outcome of the course is to make real, cognitive change in the course participants.

Module 1 *Maritime Governance-Conceptualisation: Concepts and Principles of Maritime Governance* covers the introductory principles and theory of Maritime Governance, covering legal doctrine and practices.

Module 2 *Maritime Governance-Applied: Public Administration, Business Values & Ethics and Corruption* conceptualises the management of ethics issues related to public administration and business values and how this can have an influence on business relations (Froholdt, 2014). It also includes “practical tools and incentive schemes for socially responsible companies and best practices of companies in developing countries” (Froholdt, 2015). The module is taught with interactive teaching methods and group discussions to help students open up to difficult subjects, such as corruption.

Module 3 *Maritime Governance-Applied: Ship and Port Interface & Sustainable Energy Management* explores the concepts of Port and Maritime Governance, regulation and policy making. Corruption in the ship & port interface and sustainable energy management tools are also presented.

Module 4 *CSR: Introduction to Corporate Social Responsibility* is an introduction to the critical study of Corporate Social Responsibility. This module involves a lot of face-to-face classroom interaction and discussion.

Module 5 *MG & CSR Workshop: Theoretical Handles & Operational Tools* presents “Responsible Supply Chain Management and how this can have an impact on the economic bottom line” (Froholdt, 2014). This module works as a practical exercise to complement the theoretical using a lot of “hands on” exercises, group work, and the sharing of ideas relating to Maritime Governance and CSR.

Issues

Key issues identified in the MG & CSR Programme are primarily in regard to the transfer of knowledge in the learning outcomes for all the modules associated with cognition, emotional intelligence, ethics and interactivity.

There is also the consideration of technical issues. An online course requires its participants to have access to a stable internet connection, a web camera, and a computer – a sincere limitation in many developing countries.

The requirement for group work, which aids in developing an understanding of the social cognitive skills outlined in the Learning Outcomes, demands a synchronous delivery of course content, a method of delivery which presents its own challenges, such as local time barriers in a global environment, high demands on technology and high speed internet and it is also challenging for students with difficulties facilitating communication with others. The advantages of a synchronous method of delivery are that it is convenient, cost-effective and it contributes to a sense of community lacking in asynchronous learning.

Mitigation

The main task before moving forward with a distance learning course in MG & CSR, is adapting the course material and delivery to suit the specific learning outcomes.

Compensatory adjustments must be made to the current model, as the classroom delivery of the MG & CSR is heavily reliant on face-to-face interaction, group work and trust exercises. For example, a theoretical discussion of “corruption” - however abstract - is a sensitive issue for many individuals. Virtual activities, such as online trust exercises, “webinars” and live lectures are ways forward in addressing the challenges of virtual group work. Some research suggests that the very

use of a virtual interface aids in the disinhibition of participants in distance learning programmes (Cunningham, 2011).

Recent studies in cognition and the psychology of learning also suggest that the manner of presentation of course material to distance learning students can greatly increase the transfer of knowledge; by implementing associative relevance pedagogical methods, participants of the study showed “tremendous improvement” in their ability to take in new information (Ahmad, 2015).

From a design perspective, research has shown that carefully considered colour in the graphic interface has had a positive impact on developing trust in distance learning students (Pelet & Papadopoulou, 2011) .

In order to secure potential technical shortcomings that can arise, this report recommends the partnership of local public or higher education facilities in the home country of the participant.

Conclusion

This report concludes that, with appropriate adaptations, the Master Level Course: Maritime Governance (MG) and Corporate Social Responsibility (CSR) is a suitable candidate for distance learning.

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Appendix 7

Student evaluations

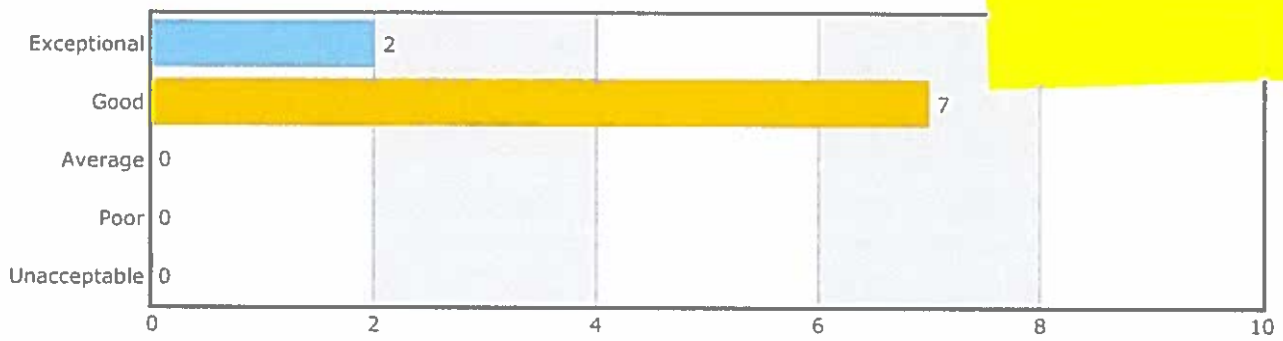
Ref. No. 2013-019 Funded by The Danish Maritime Fund



MET 2014

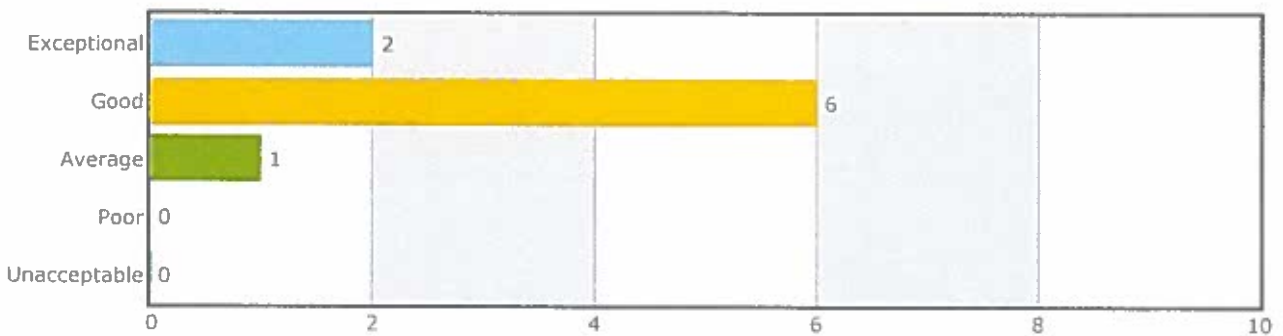
MET 255: Lecturer: Froholdt

Teaching methods



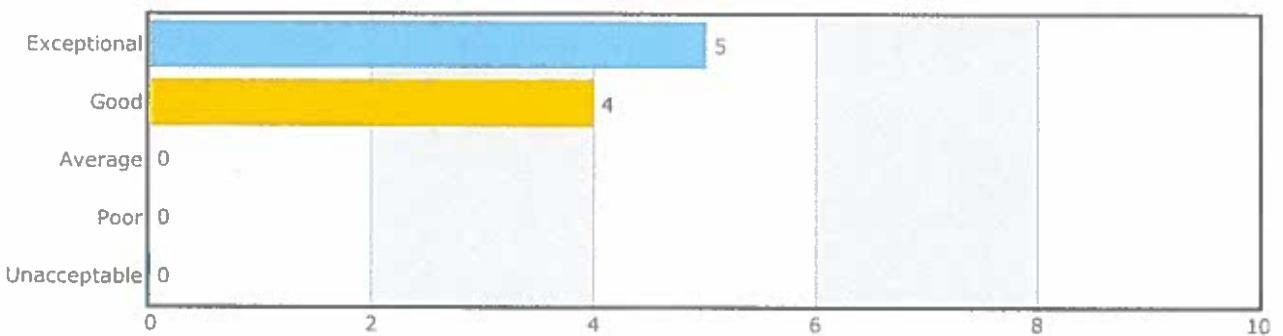
9 responses in 9 results

Course organization



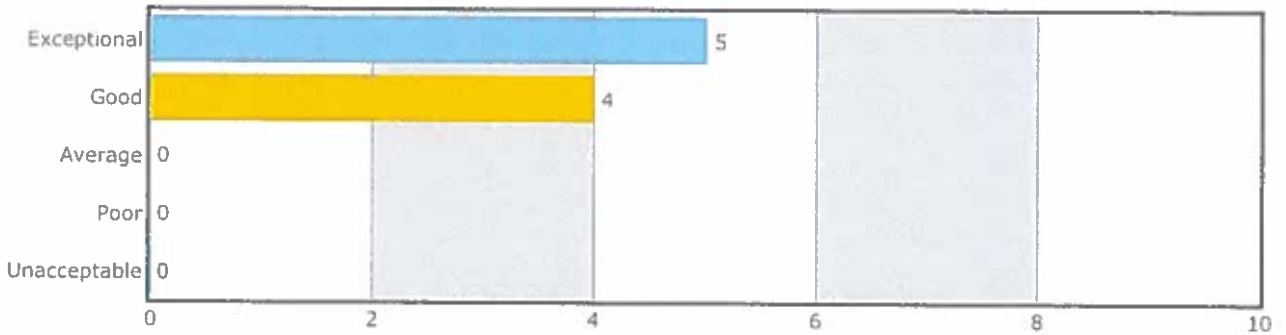
9 responses in 9 results

Presentation skills



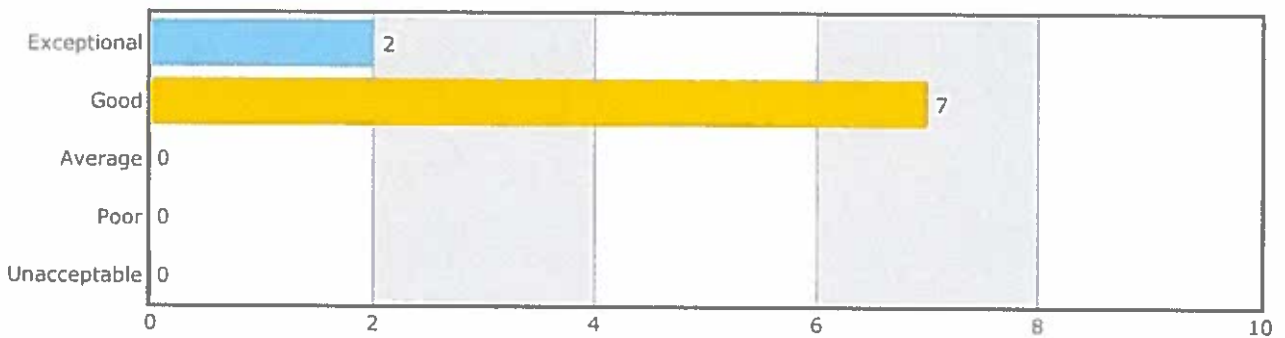
9 responses in 9 results

Subject expertise



9 responses in 9 results

Accessibility and helpfulness



9 responses in 9 results

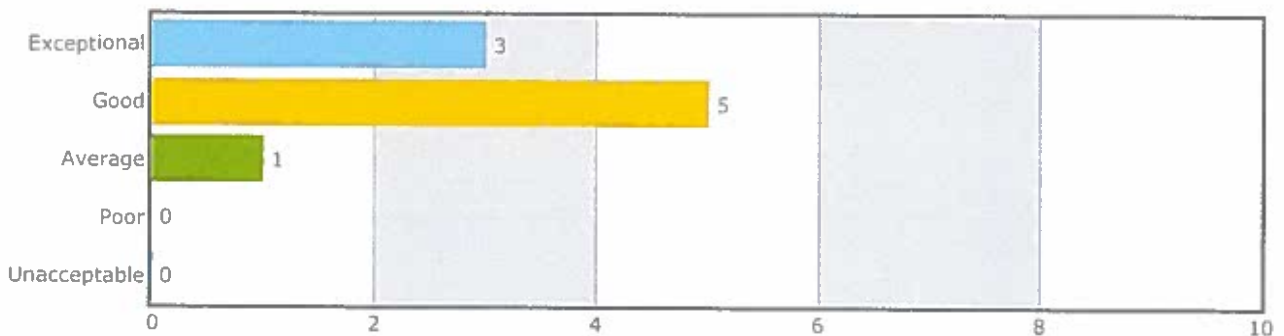
MET 255: Lecturer: Froholdt - General Comments

Good

1 response in 9 results

MET 255: Overall rating of subject

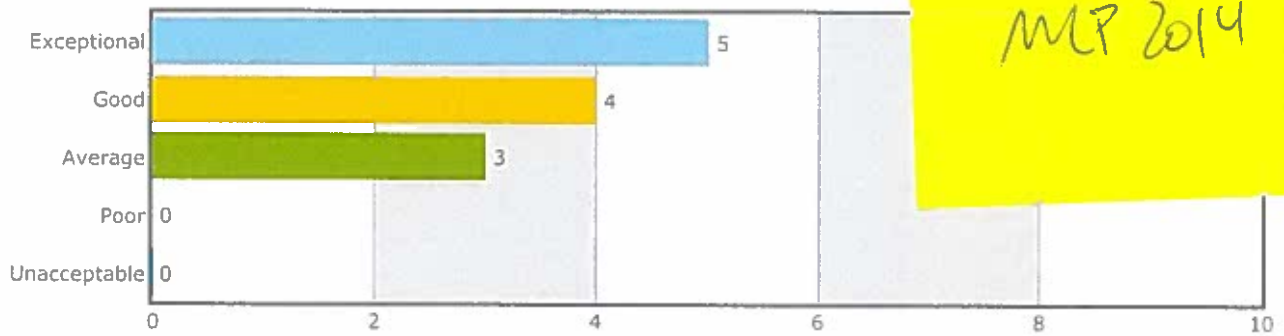
Organization of subject



9 responses in 9 results

Contemporary relevance of content

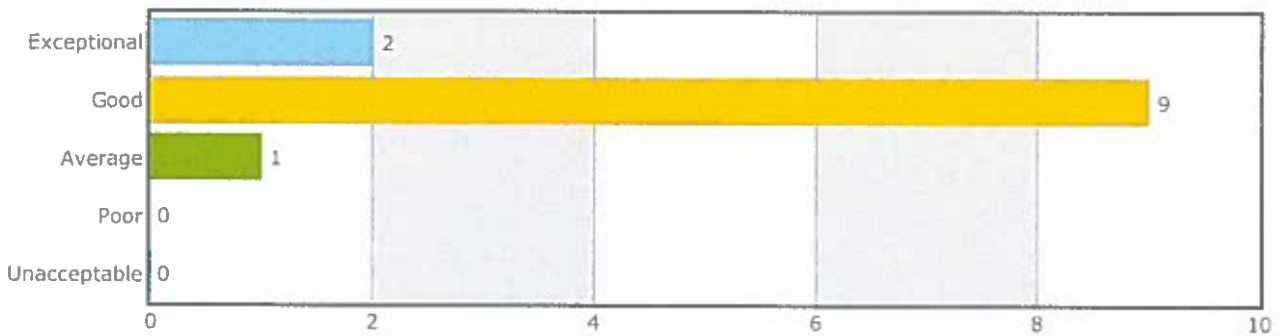
Presentation skills



MLP 2014

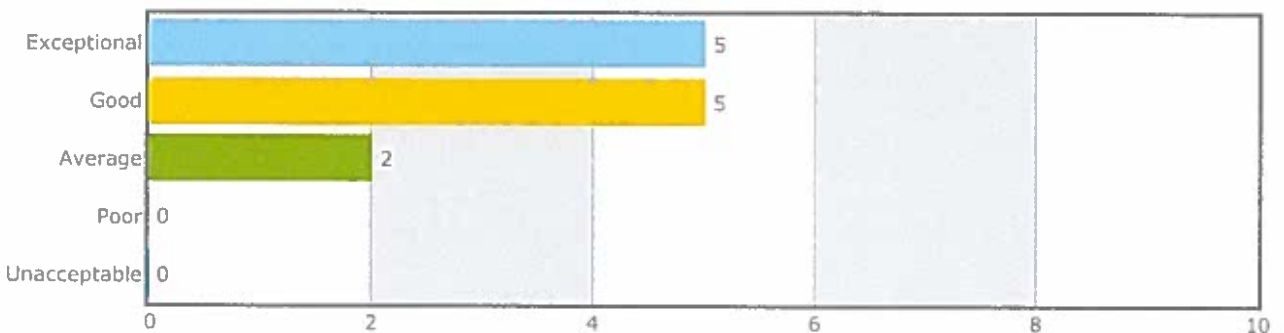
12 responses in 12 results

Subject expertise



12 responses in 12 results

Accessibility and helpfulness



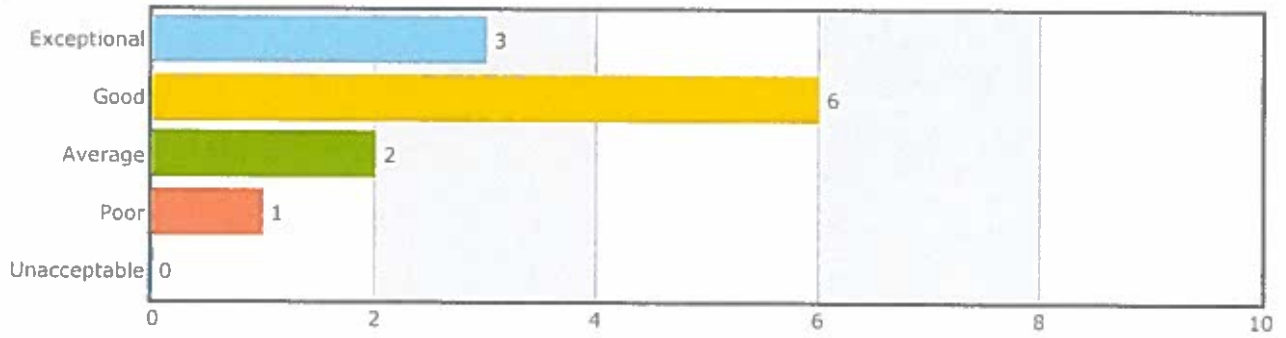
12 responses in 12 results

MLP 251: Lecturer: Williams - General Comments

There are no responses for this item.

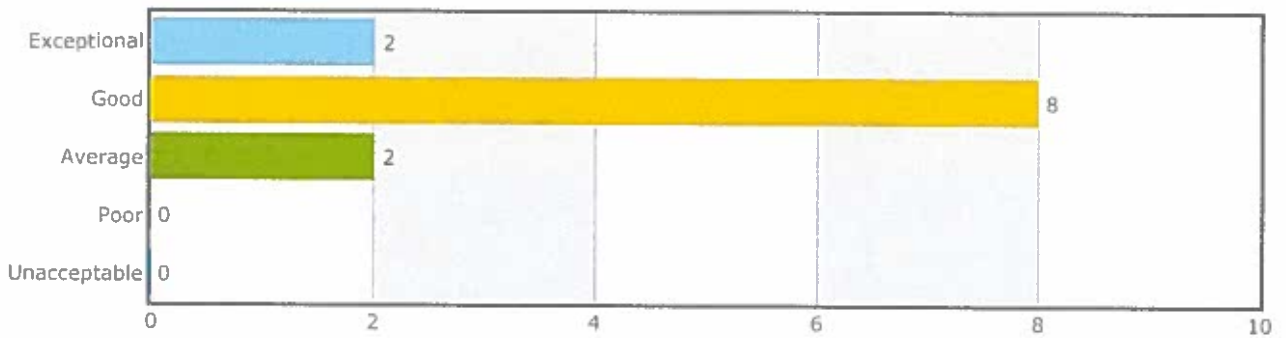
MLP 251: Lecturer: Froholdt

Teaching methods



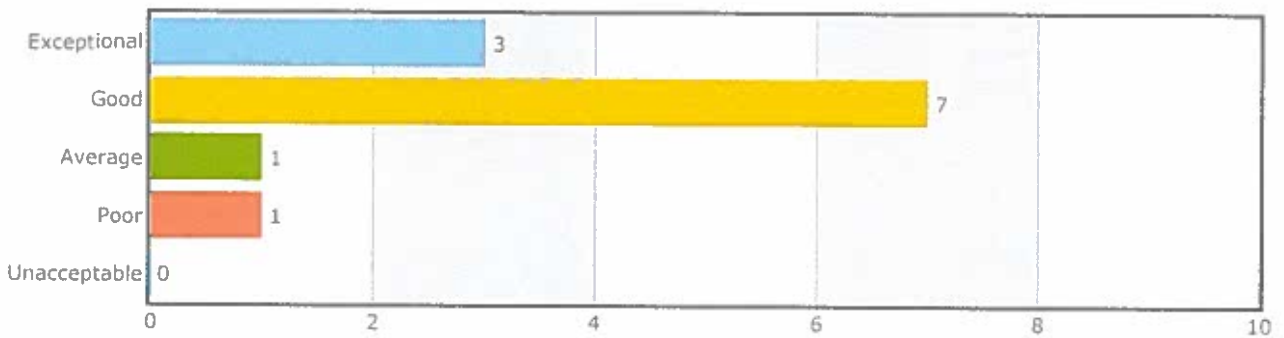
12 responses in 12 results

Course organization



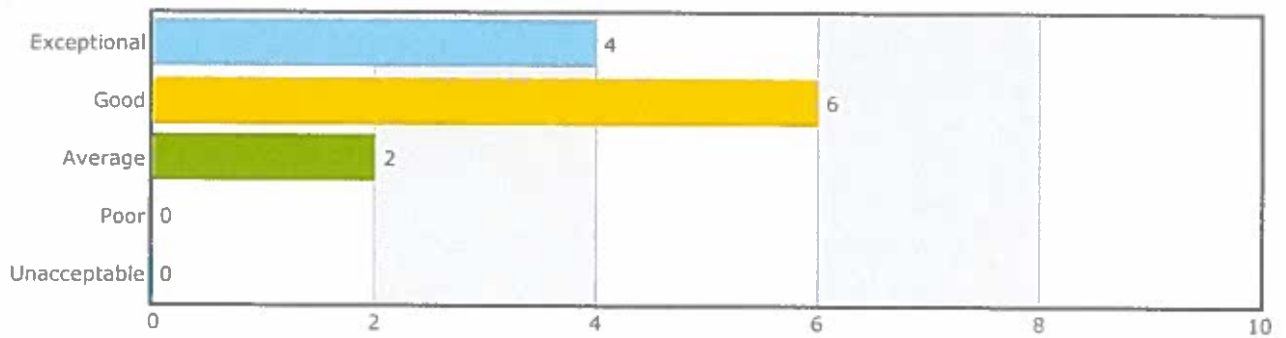
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Presentation skills



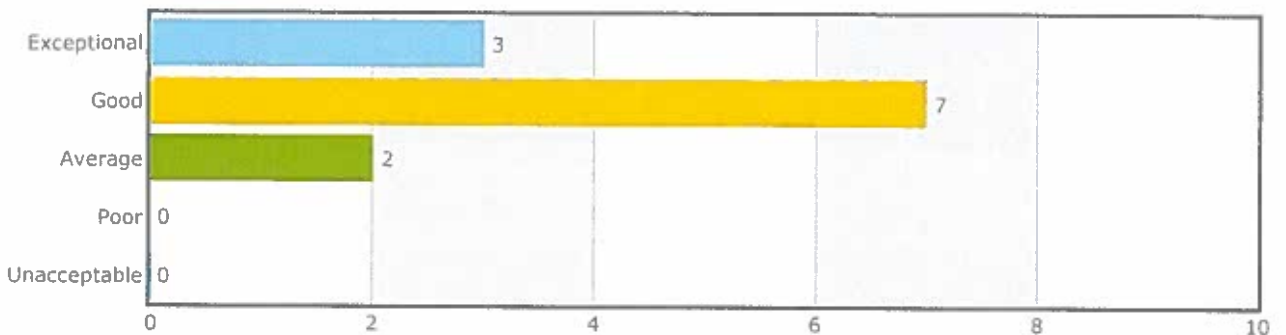
12 responses in 12 results

Subject expertise



12 responses in 12 results

Accessibility and helpfulness



12 responses in 12 results

MLP 251: Lecturer: Froholdt - General Comments

There are no responses for this item.

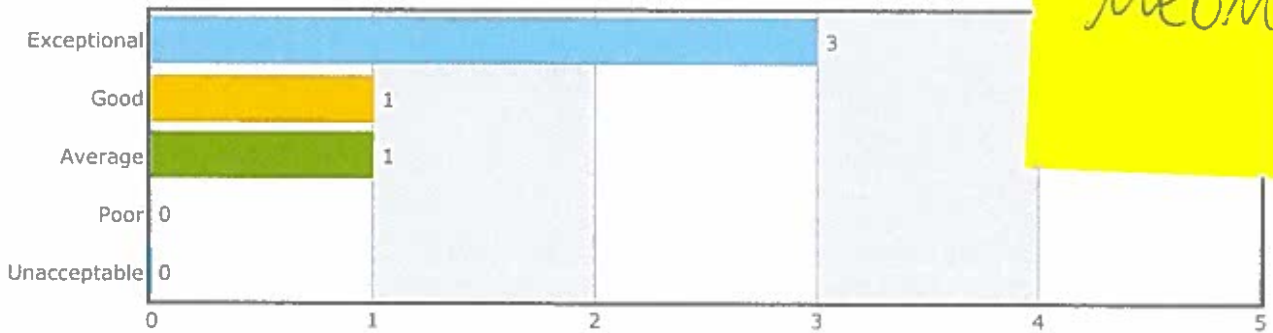
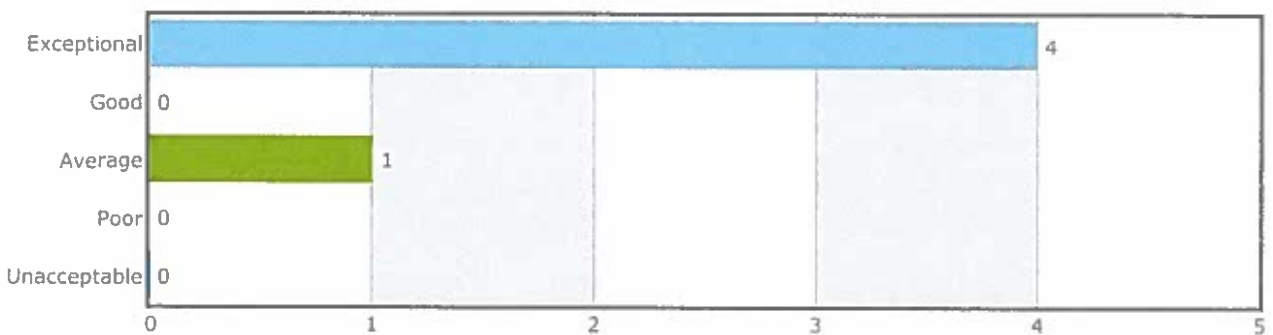
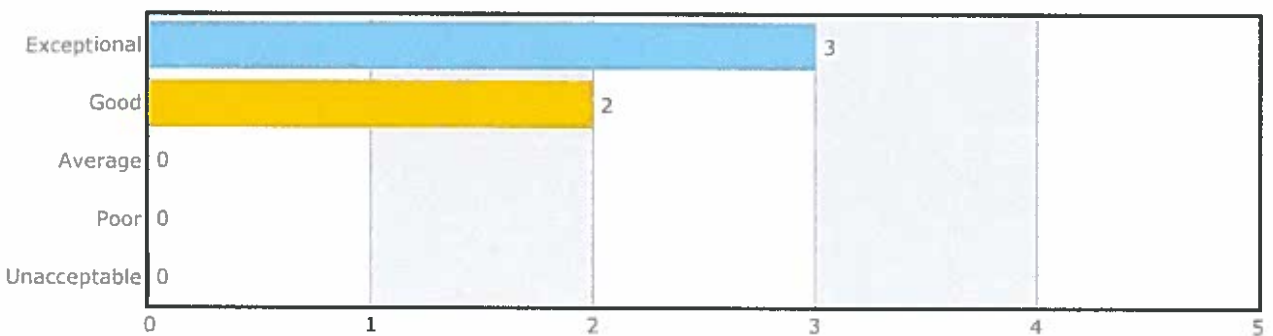
MLP 251: Overall rating of subject

Organization of subject



12 responses in 12 results

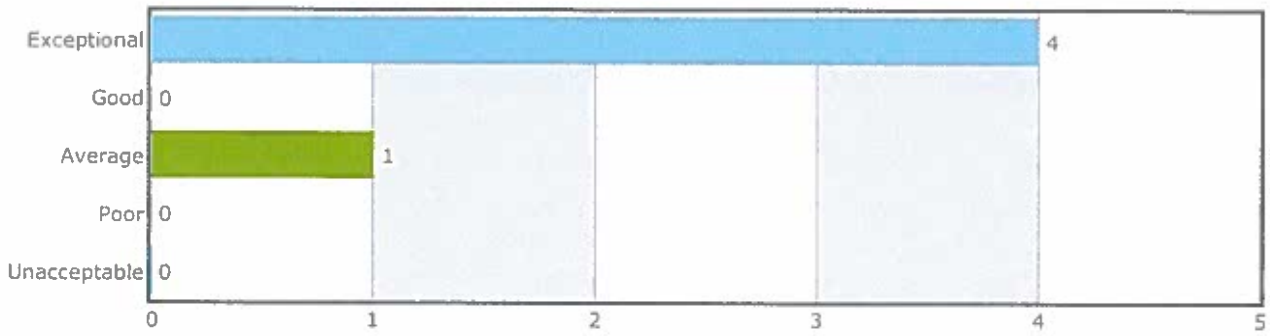
Contemporary relevance of content

Presentation skills**5 responses in 5 results****Subject expertise****5 responses in 5 results****Accessibility and helpfulness****5 responses in 5 results****MEOM 251: Lecturer: Williams - General Comments**

A good person to deal with. However during this particular course she would fly through slides.
 Friendly and enthusiastic.

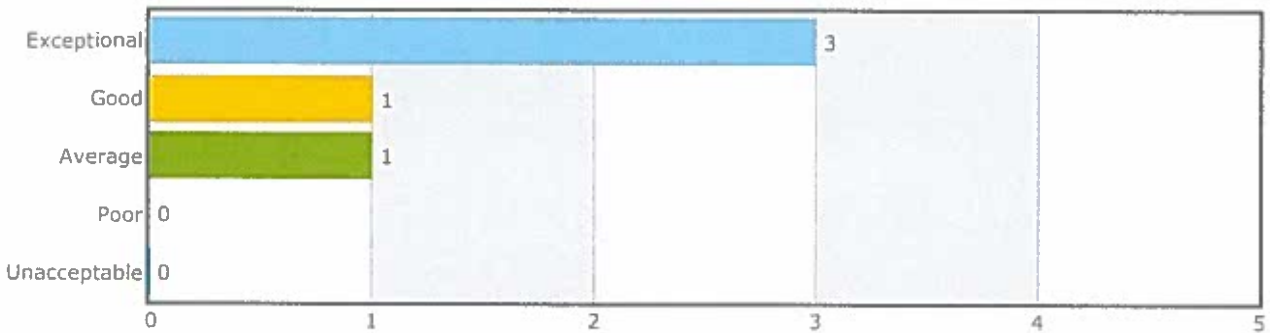
Presentation and lecture materials were well delivered.

3 responses in 5 results**MEOM 251: Lecturer: Froholdt****Teaching methods**



5 responses in 5 results

Course organization



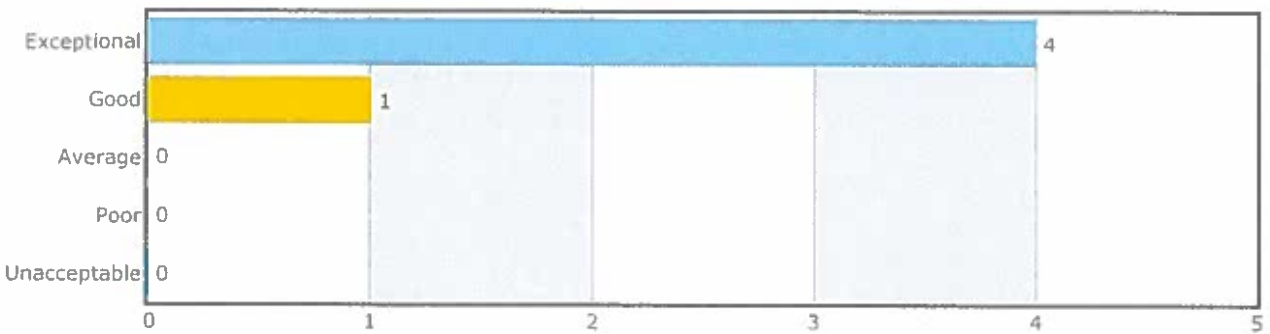
5 responses in 5 results

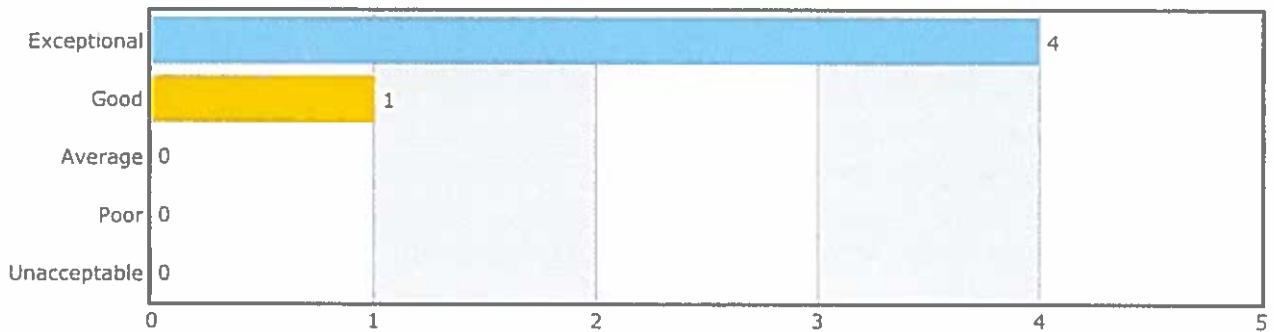
Presentation skills



5 responses in 5 results

Subject expertise

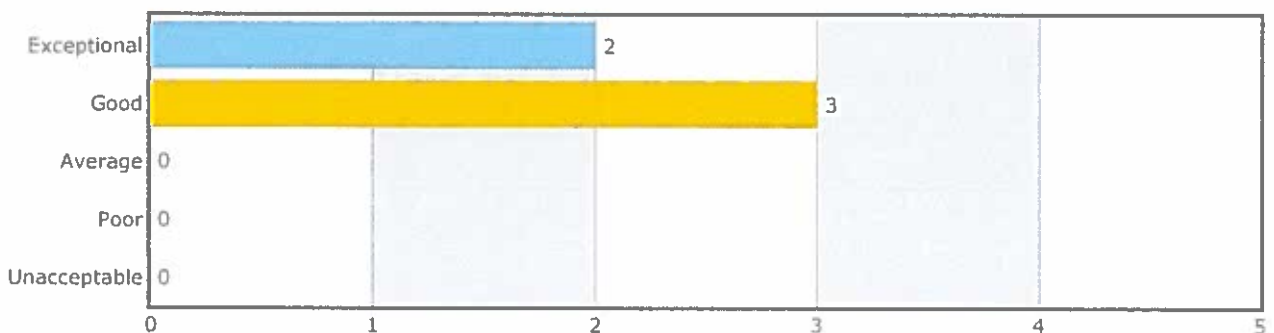


5 responses in 5 results**Accessibility and helpfulness****5 responses in 5 results****MEOM 251: Lecturer: Froholdt - General Comments**

exceptional presentation skills

New subject so it won't be perfect first time around.

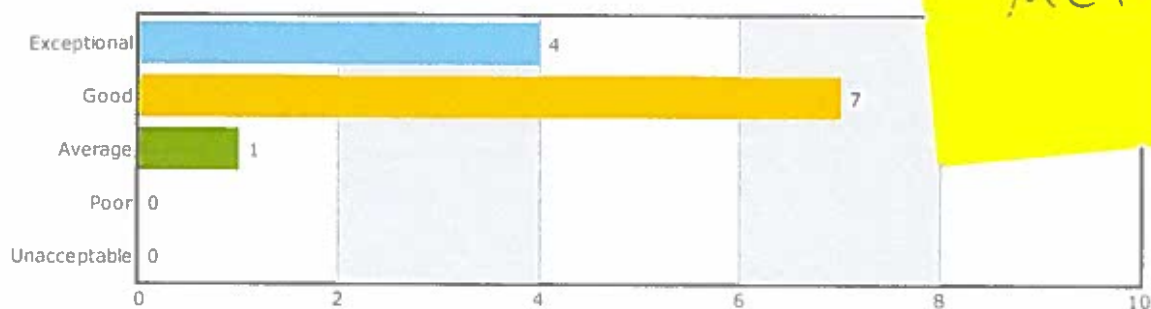
Presentation and lecture materials were well delivered.

3 responses in 5 results**MEOM 251: Overall rating of subject****Organization of subject****5 responses in 5 results****Contemporary relevance of content**

MLP 251: Lecturer: Fakhry

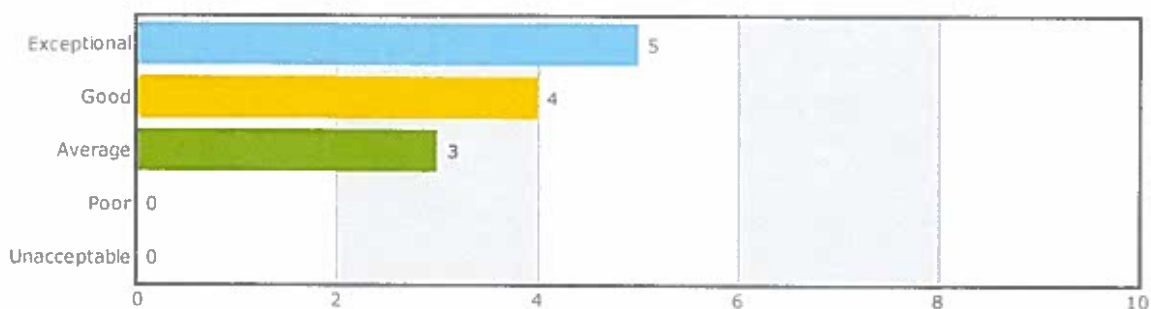
MLP 2015

Teaching methods



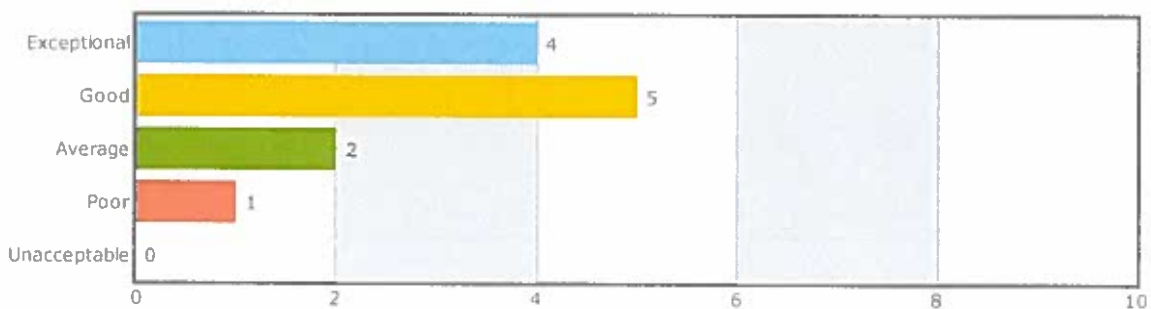
12 responses in 12 results

Course organization



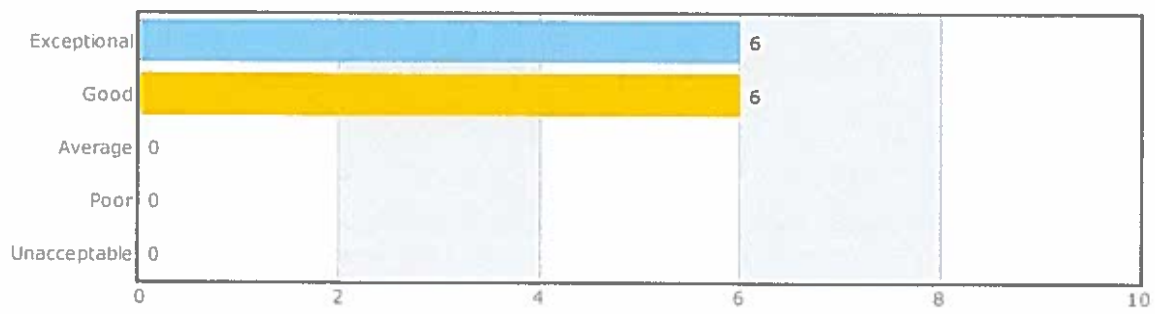
12 responses in 12 results

Presentation skills



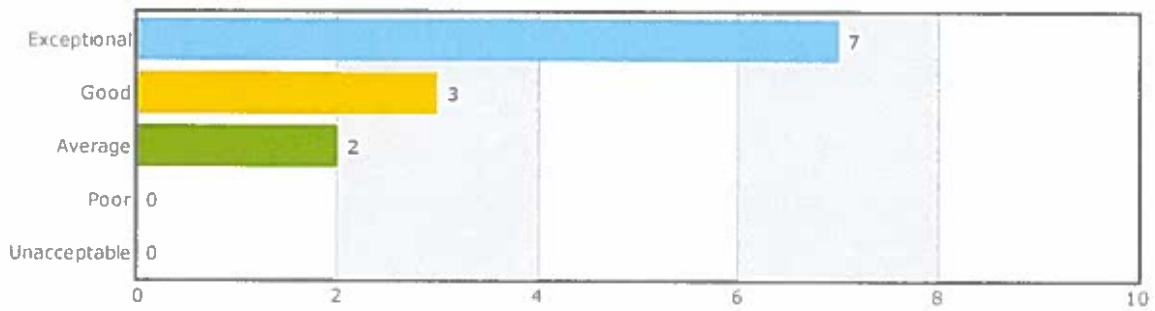
12 responses in 12 results

Subject expertise



12 responses in 12 results

Accessibility and helpfulness



12 responses in 12 results

MLP 251: Lecturer: Fakhry - General Comments

Fantastic presentation. Professor Fakhry gave a clinical, concise, lecture on Ocean Governance. students were engaged to find out their understanding of the concept. the class was interactive slides were not used overused, This was important in that students could really focus on the core concepts that were being introduced and discussed. Professor Fakhry pointed us to international conventions, legal frameworks, regional frameworks that we could look to in formulating own understanding and meaning of Ocean Governance. He highlighted key components that are prevalent in Good Ocean Governance.

Committed to student

Great subject but presentation could be improve for next lectures

Delivering a good presentation but need more presentation slide to help us understand the topic..

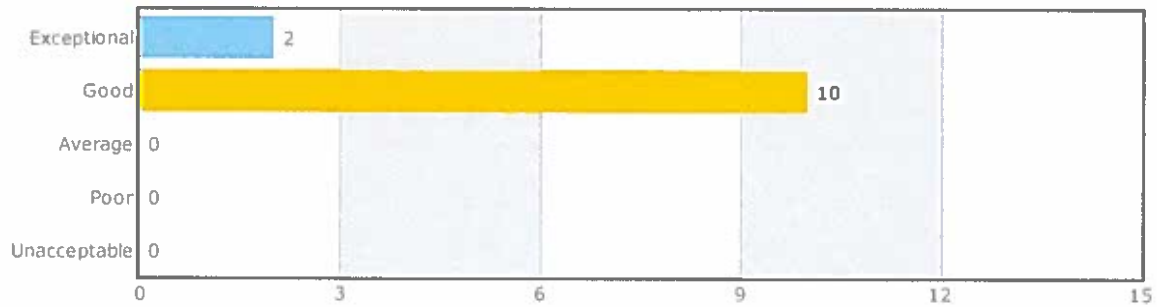
THE BEST SO FAR IN WHAT HE KNOWS

i am more used to his methods, it was more interesting the way he handle the subject for me.he is always available never too busy for students.

6 responses in 12 results

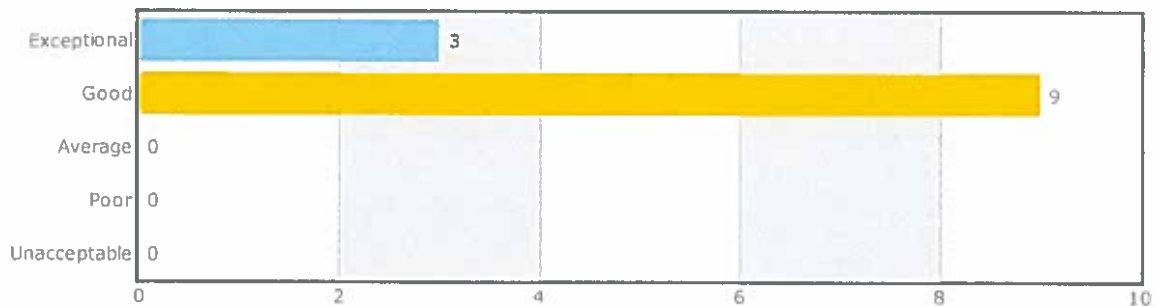
MEOM 251: Lecturer: Froholdt

Teaching methods



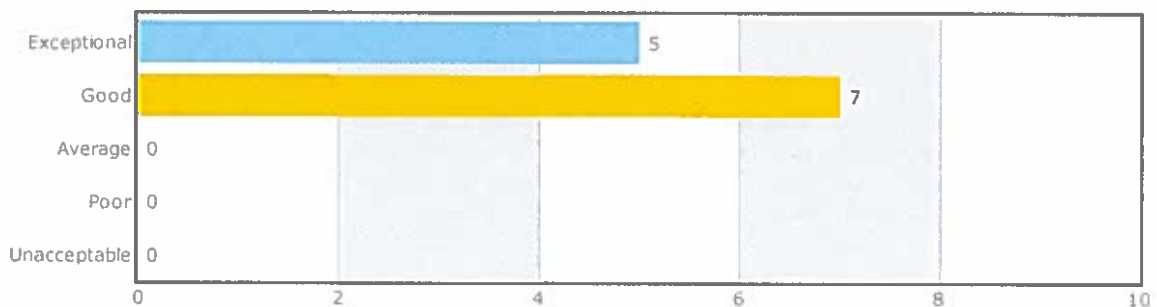
12 responses in 12 results

Course organization



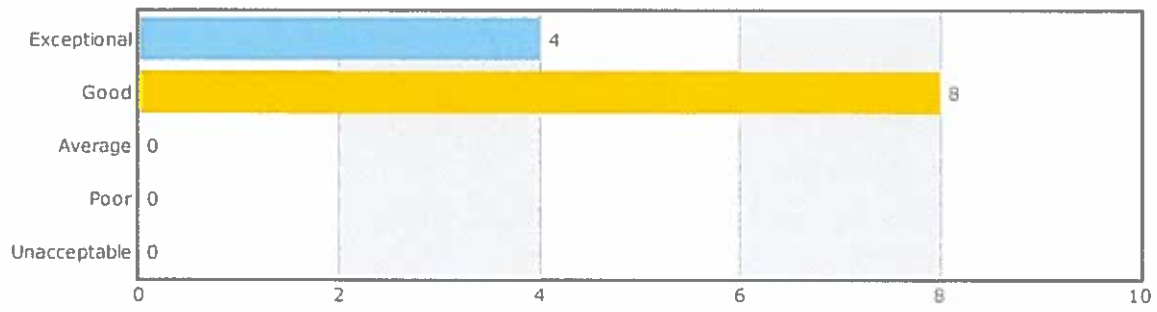
12 responses in 12 results

Presentation skills



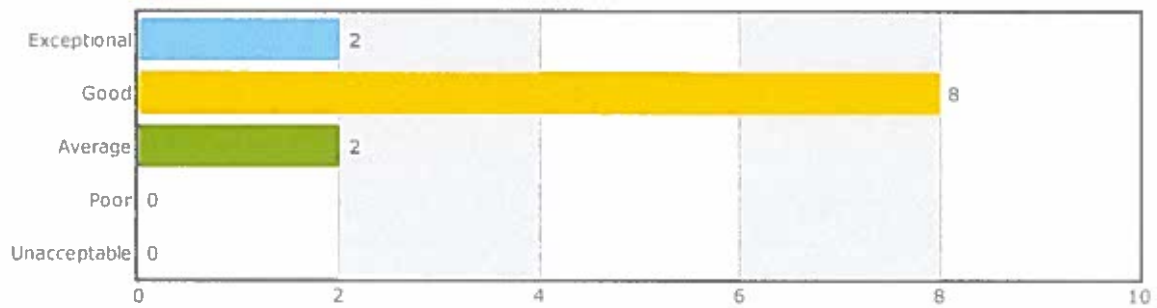
12 responses in 12 results

Subject expertise



12 responses in 12 results

Accessibility and helpfulness



12 responses in 12 results

MEOM 251: Lecturer: Froholdt - General Comments

Brilliant Presentation

Good

Great lecture, very understandable

Very good..

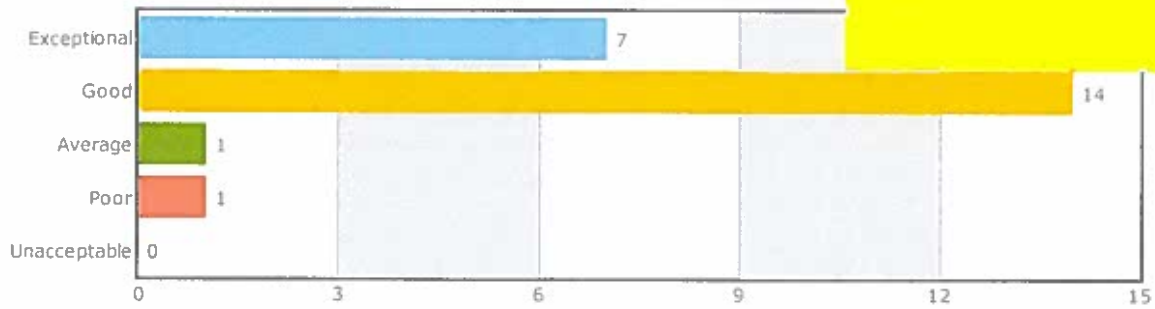
GOOD

5 responses in 12 results

SML 263: Lecturer: Moon

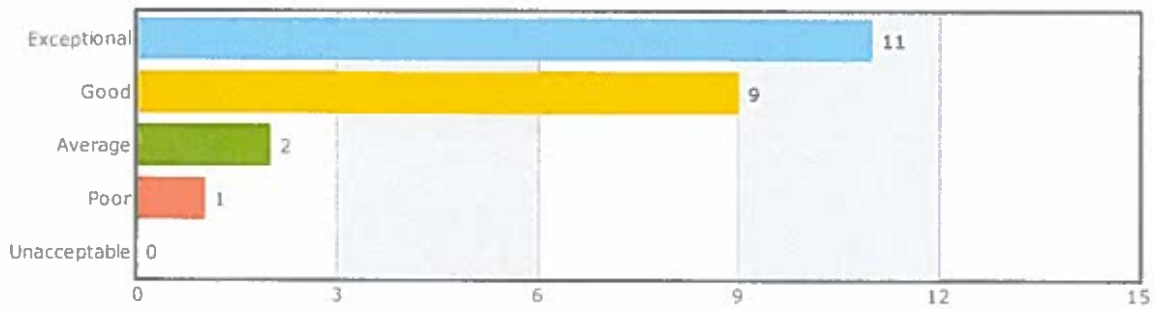
SM 2015

Teaching methods



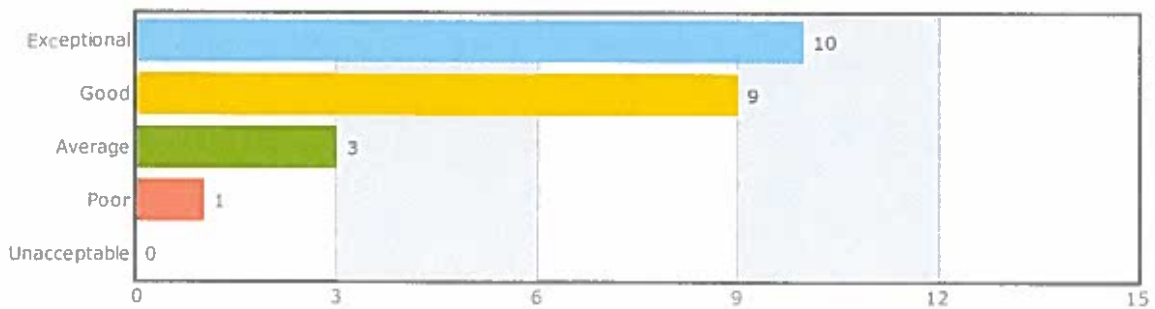
23 responses in 23 results

Course organization



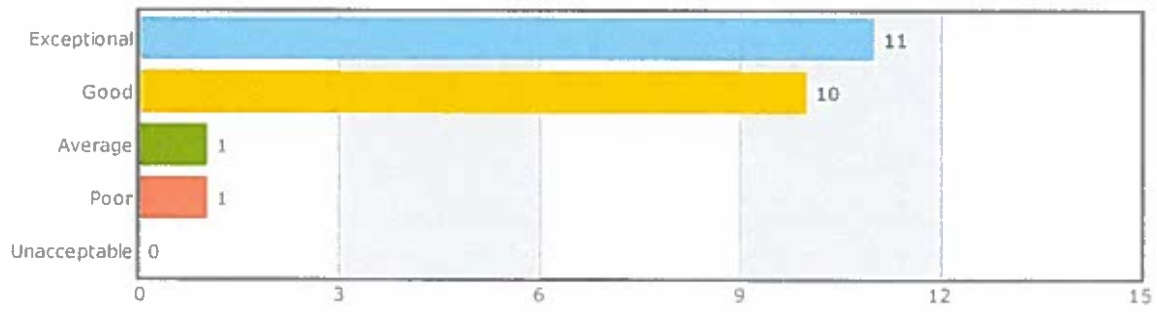
23 responses in 23 results

Presentation skills



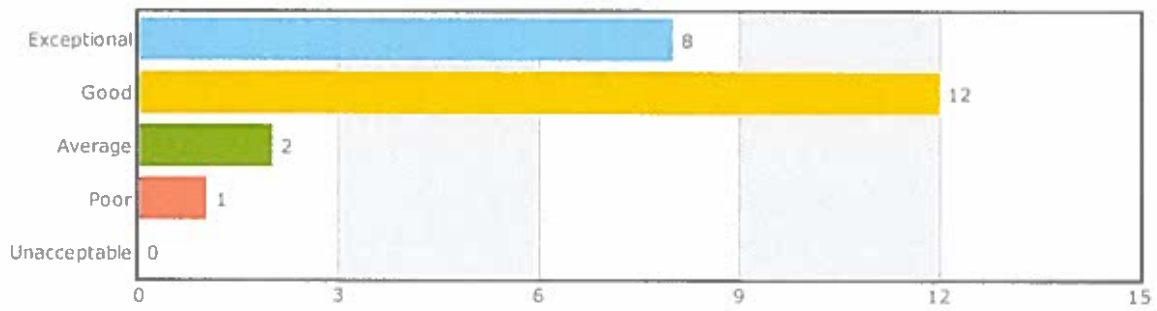
23 responses in 23 results

Subject expertise



23 responses in 23 results

Accessibility and helpfulness



23 responses in 23 results

SML 263: Lecturer: Moon - General Comments

Lectures were good and the Professor is very knowledgeable

At around 78 pages, I think the handouts are just too many to cover

Generally good.

Excellent, well experienced from industry and academic aspects. Listens and instills corporate character needed in the business life. A lot of exposure to the real situations.

A good and professional Professor

A lot of materials for this subject and sometimes have difficulty to understand

very knowledgeable professor and very helpful

ok

Good

Good experiences in port subject

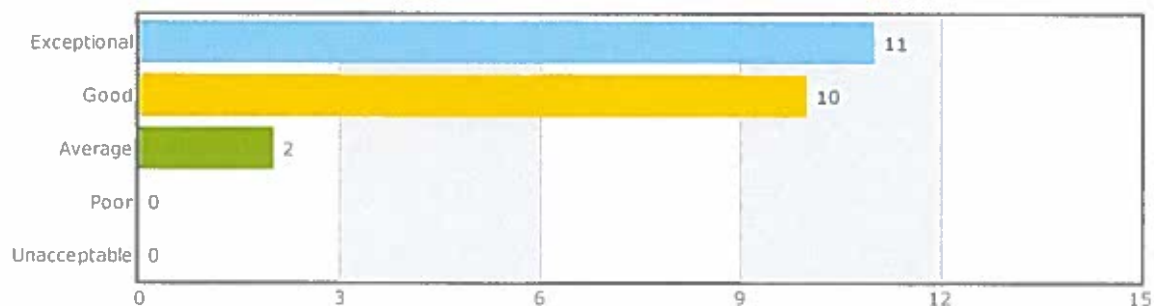
Very articulate. On-point.

good

12 responses in 23 results

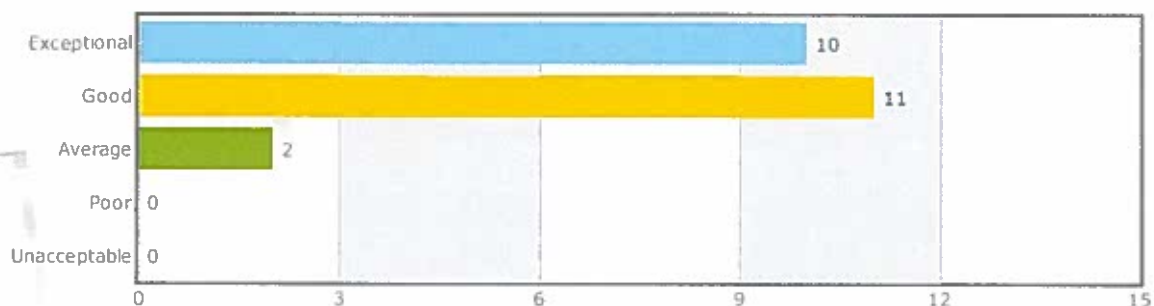
SML 263: Lecturer: Froholdt

Teaching methods



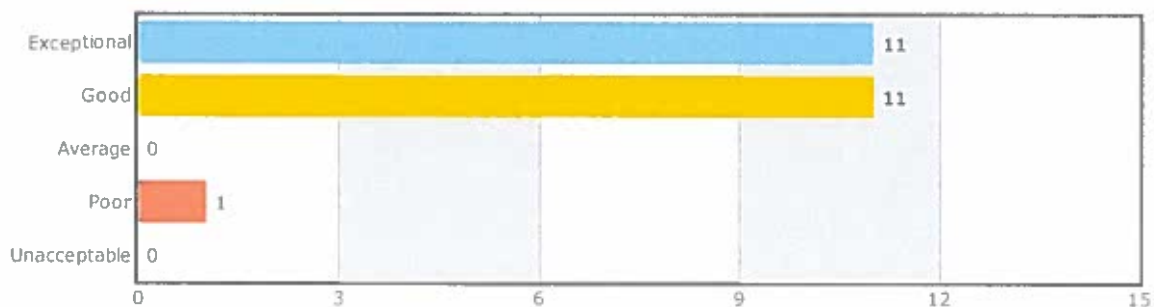
23 responses in 23 results

Course organization



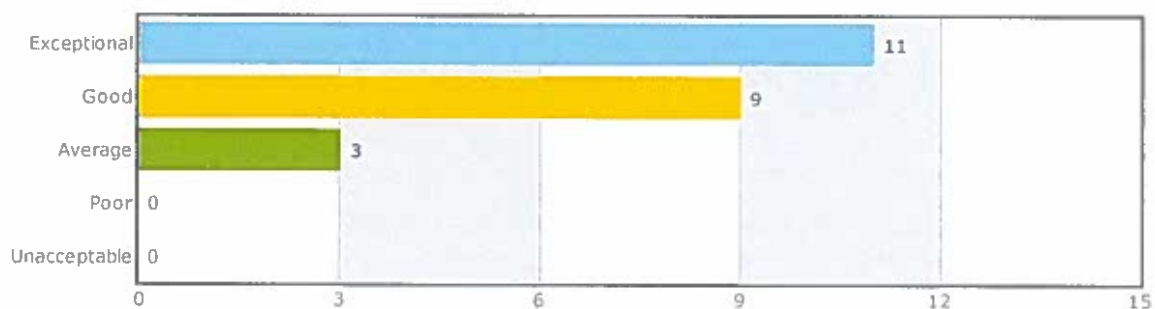
23 responses in 23 results

Presentation skills



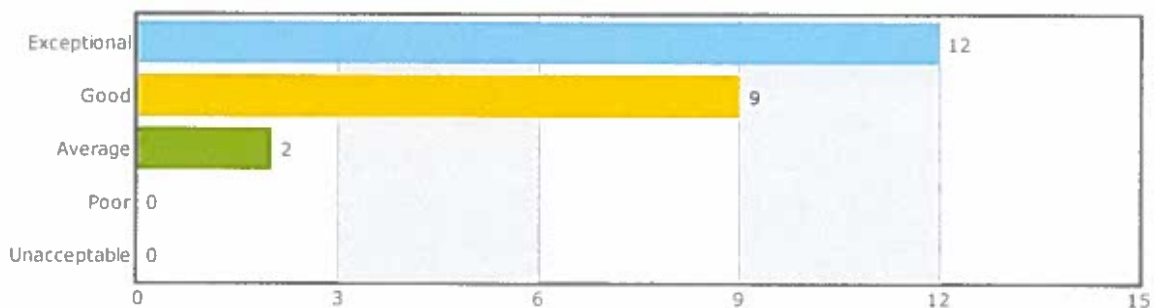
23 responses in 23 results

Subject expertise



23 responses in 23 results

Accessibility and helpfulness



23 responses in 23 results

SML 263: Lecturer: Froholdt - General Comments

Very lively

Excellent and supportive

Very professional of the subject

I like her presentation skills, well delivered and always Making jokes

very creative and knowledgeable professor

ok

Good

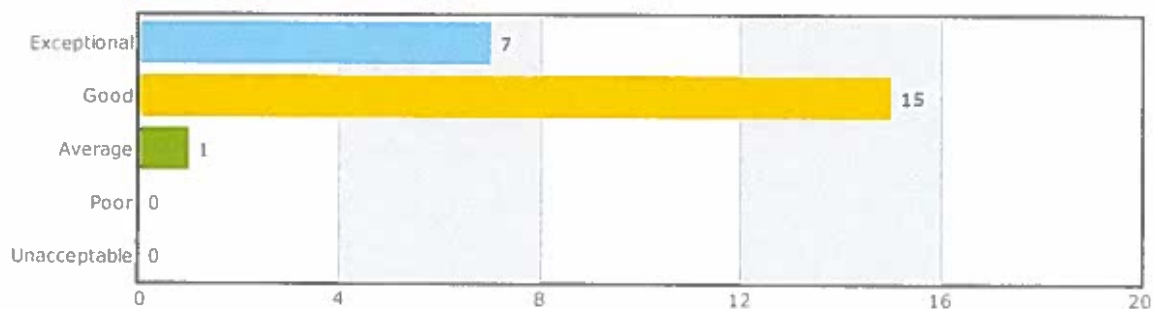
Resourceful and articulate. Uses recent real life examples. Ensures that only up-to-date and valid information is communicated. She's able to carry all students along, ensuring that there's not dull moments during her sessions. She's simply a woman of substance.

good

9 responses in 23 results

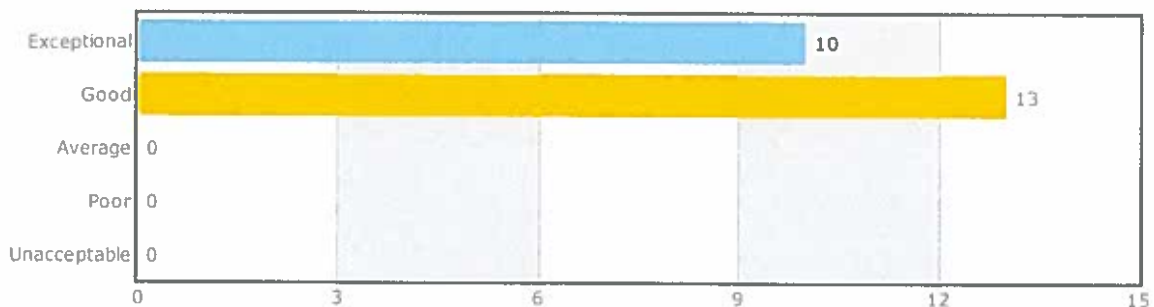
SML 263: Lecturer: Ölcer

Teaching methods



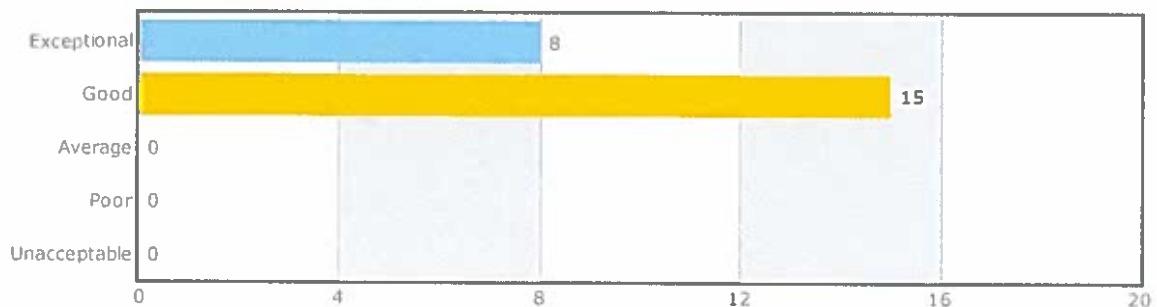
23 responses in 23 results

Course organization



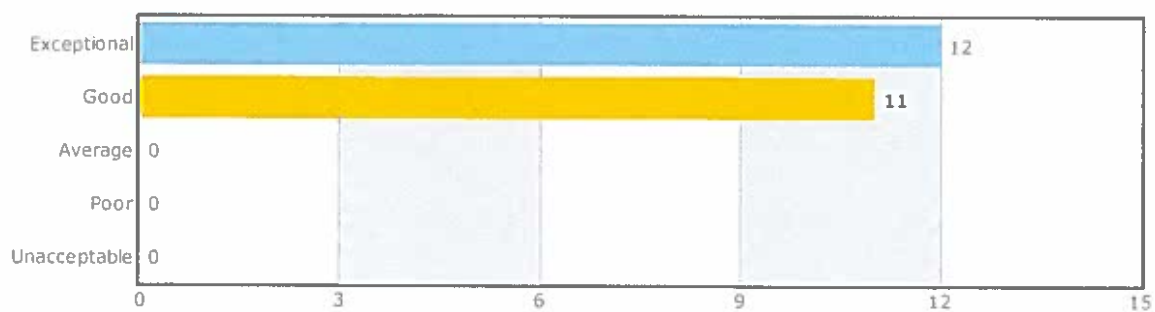
23 responses in 23 results

Presentation skills



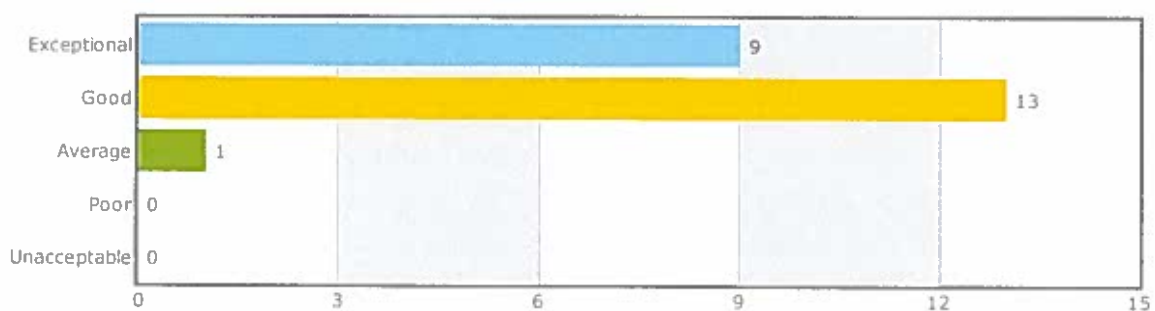
23 responses in 23 results

Subject expertise



23 responses in 23 results

Accessibility and helpfulness



23 responses in 23 results

SML 263: Lecturer: Ölcer - General Comments

Very interesting

Excellent and passionate

A good and professional

Because his part was very technical maybe a little bit to understand especially for students who don't have technical background

very knowledgeable and very helpful

ok

Good

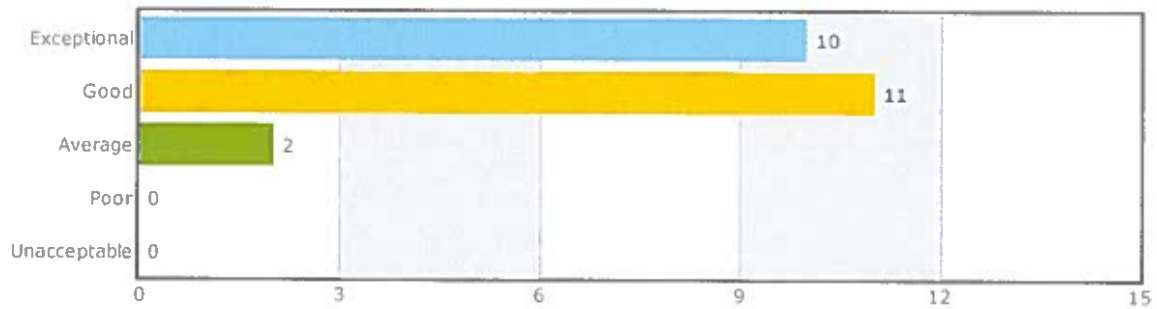
Very relevant and up-to-date knowledge. Passionate about what he does.

good

9 responses in 23 results

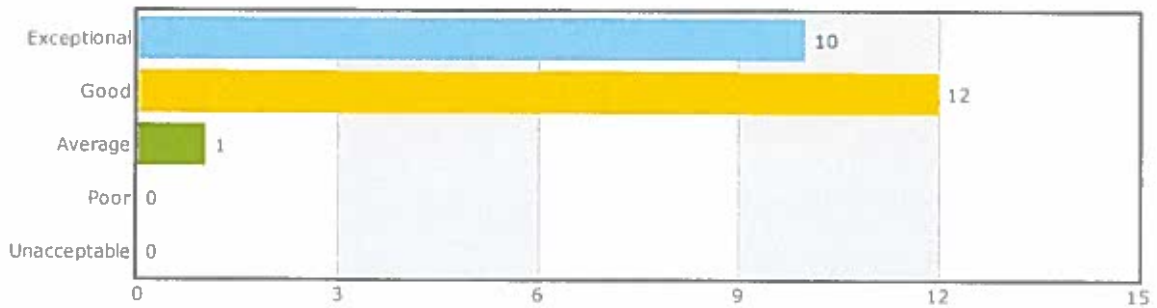
SML 263: Lecturer: Theocharidis

Teaching methods



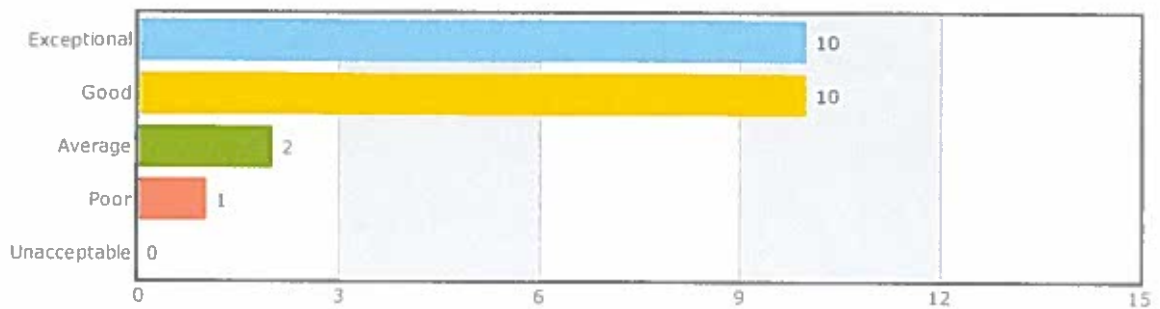
23 responses in 23 results

Course organization



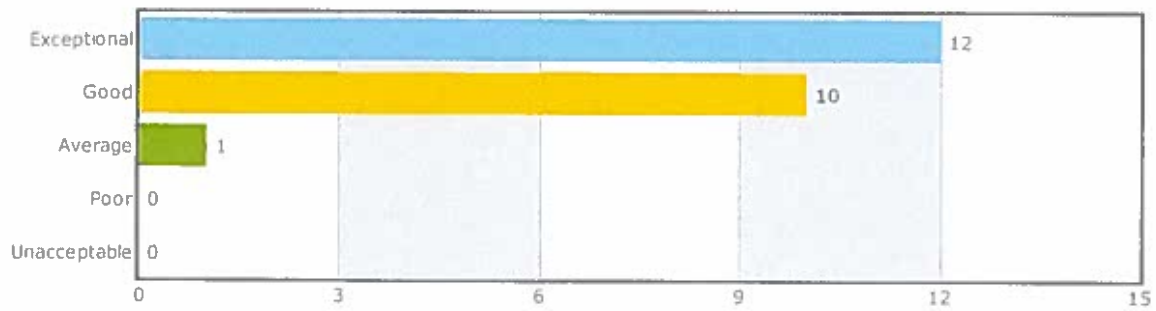
23 responses in 23 results

Presentation skills



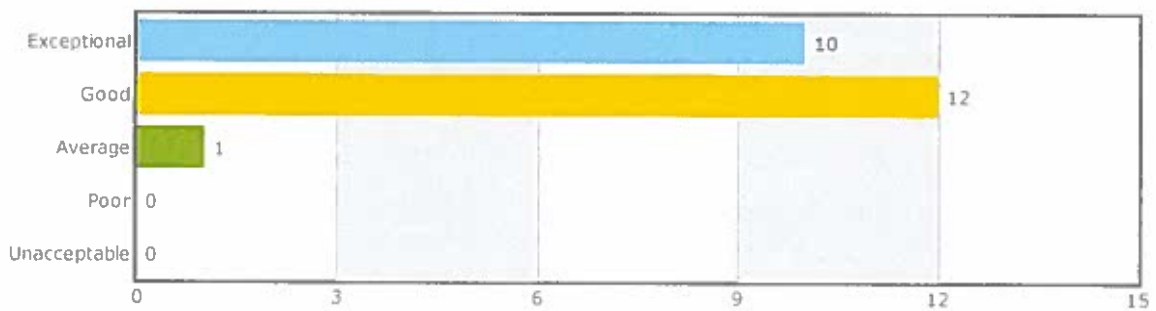
23 responses in 23 results

Subject expertise



23 responses in 23 results

Accessibility and helpfulness



23 responses in 23 results

SML 263: Lecturer: Theocharidis - General Comments

Professor Theocharidis unfolds his lectures as a well organised story. He captivates interest by building from the basic element of the subject matter at hand for those who have not previously encountered the subject area he is teaching, and still keeps the attention of those who do have some knowledge or background.

Very good

Excellent

Very Professional

He was good but Sometimes difficult to understand especially for maritime law terms

very knowledgable and has lots and passion and energy for teaching SML should have more classes from such professor

ok

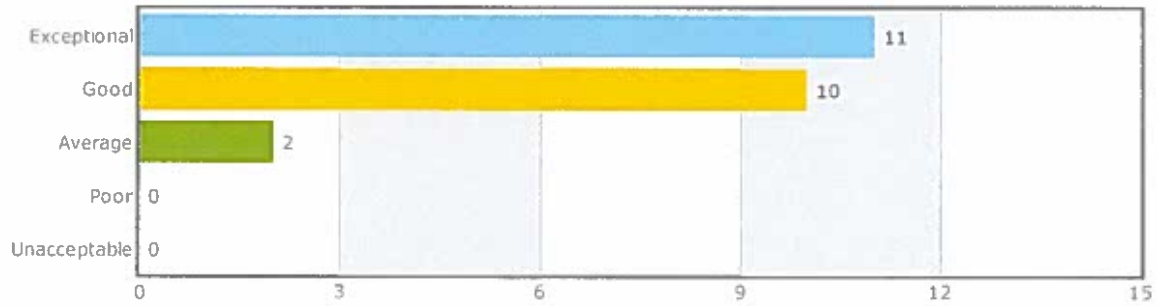
Good

good

9 responses in 23 results

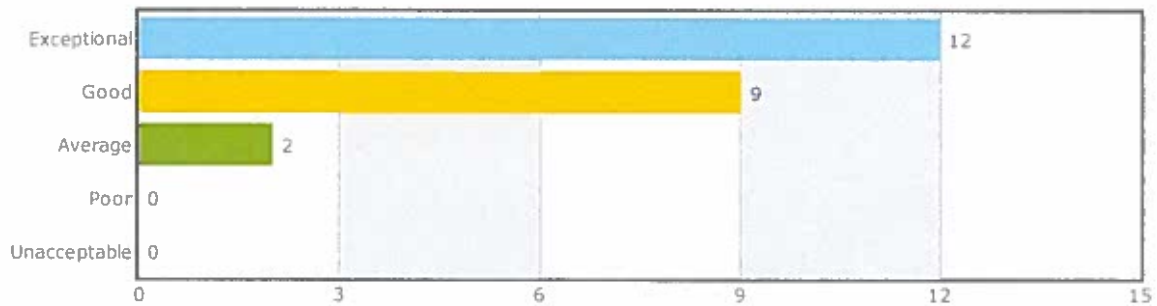
SML 263: Lecturer: Various Speakers

Teaching methods



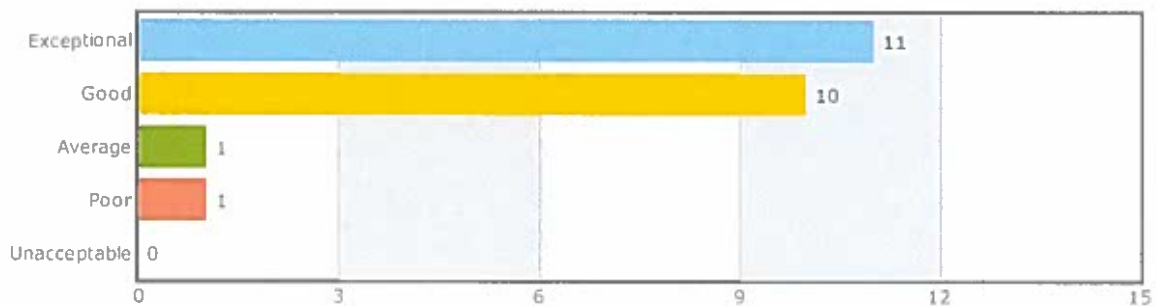
23 responses in 23 results

Course organization



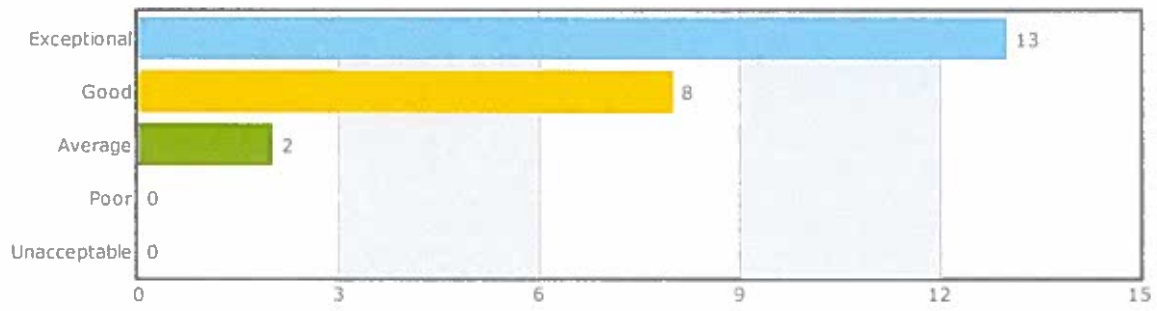
23 responses in 23 results

Presentation skills



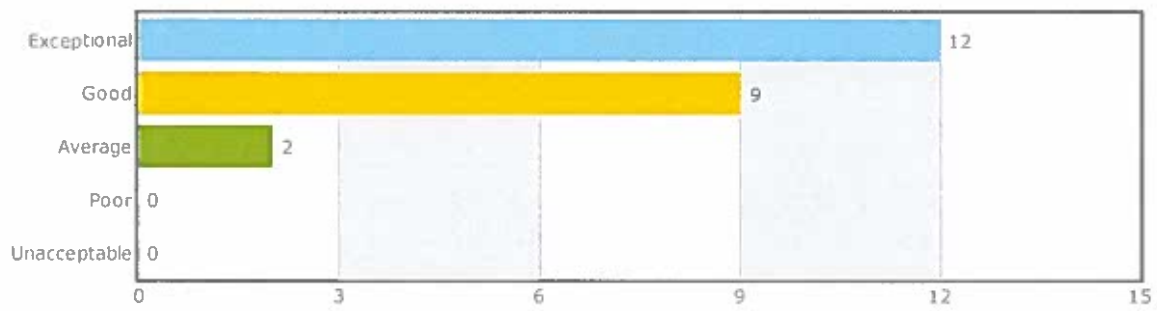
23 responses in 23 results

Subject expertise



23 responses in 23 results

Accessibility and helpfulness



23 responses in 23 results

SML 263: Lecturer: Various Speakers - General Comments

Course contained a lot of information and guest lecturers selected were able to give great insight into their respective fields.

Very good

All speakers were interesting in terms of the knowledge they shared with us.

Great

They are good and professional

good and knowledgeable in their respective field

ok

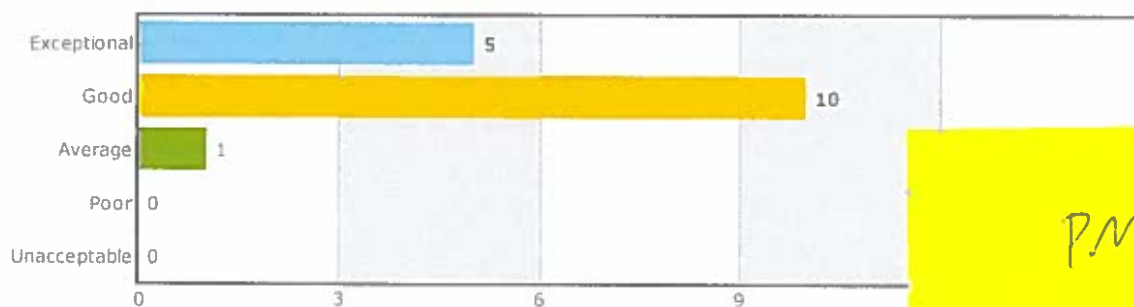
Good

good

9 responses in 23 results

PM 263: Lecturer: Moon

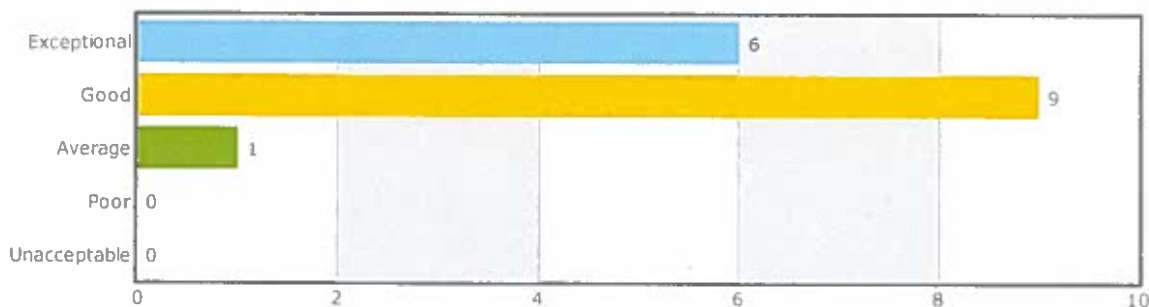
Teaching methods



16 responses in 16 results

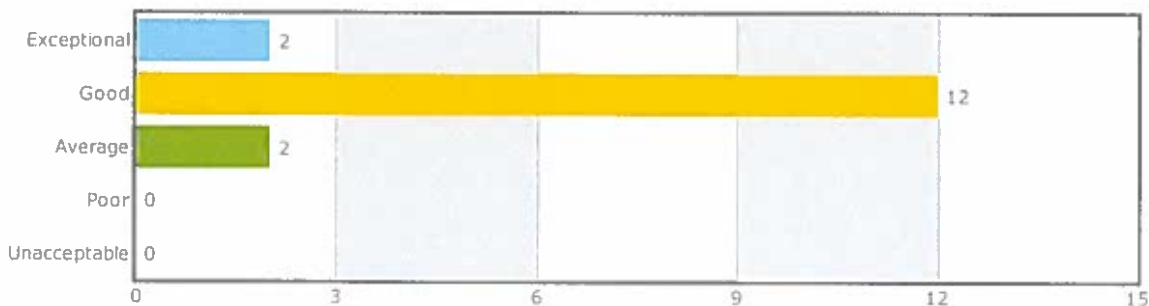
PM 2015

Course organization



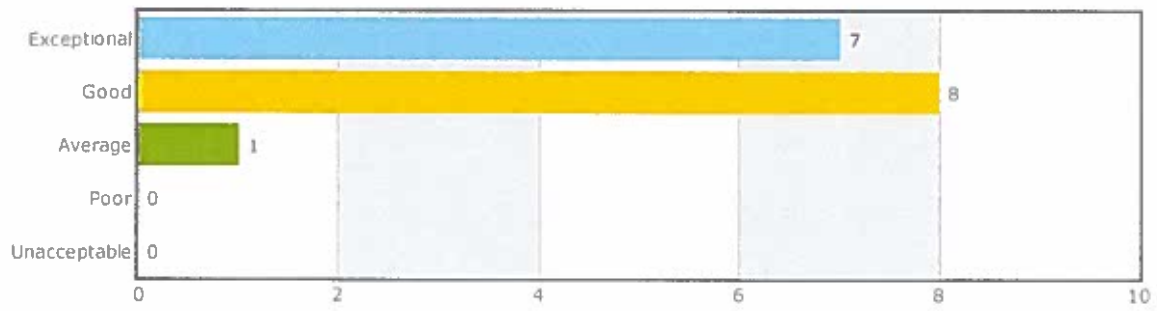
16 responses in 16 results

Presentation skills



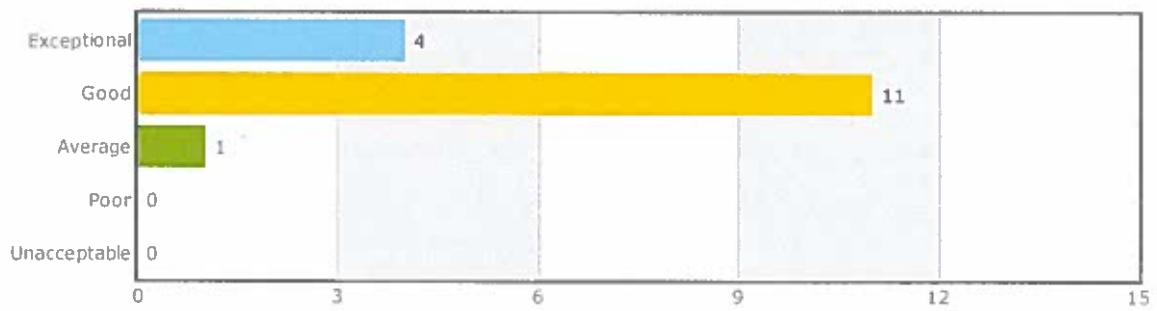
16 responses in 16 results

Subject expertise



16 responses in 16 results

Accessibility and helpfulness



16 responses in 16 results

PM 263: Lecturer: Moon - General Comments

Presentation skills was delivered slowly. Overall, the subject was well-delivered.

Good subject Mastery

Very good!

Good and articulate in subject delivery

The lecturer knows a lot about the subject. However, most of the time he struggles to present the subject, maybe because of his low confidence with the language or due to other factors we don't know.

Dislikes when students ask many questions.

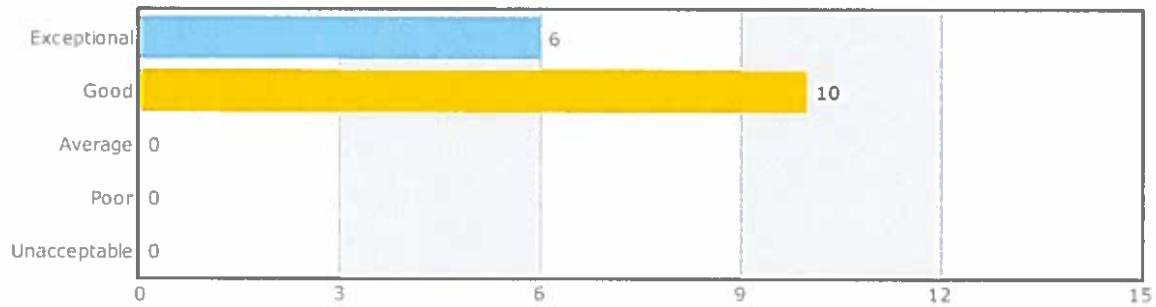
He ensures that students understand by putting in extra effort in explaining.

Nice lecturer

8 responses in 16 results

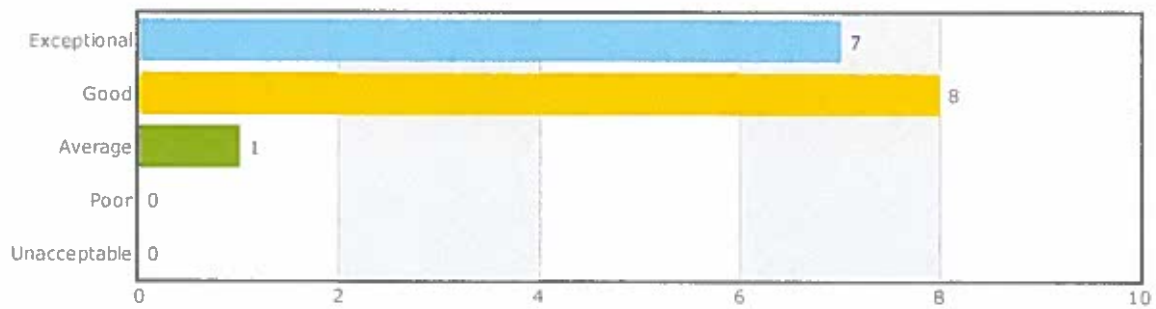
PM 263: Lecturer: Froholdt

Teaching methods



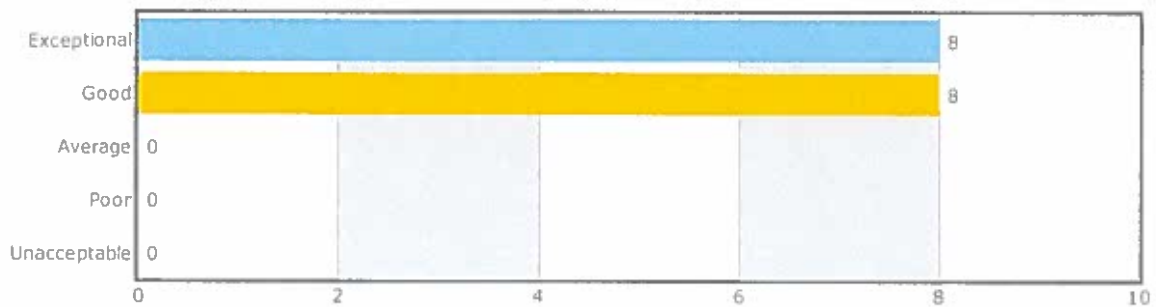
16 responses in 16 results

Course organization



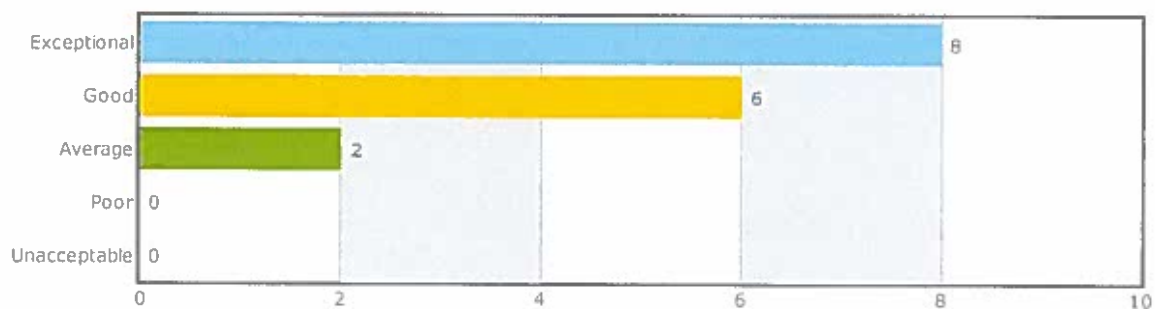
16 responses in 16 results

Presentation skills



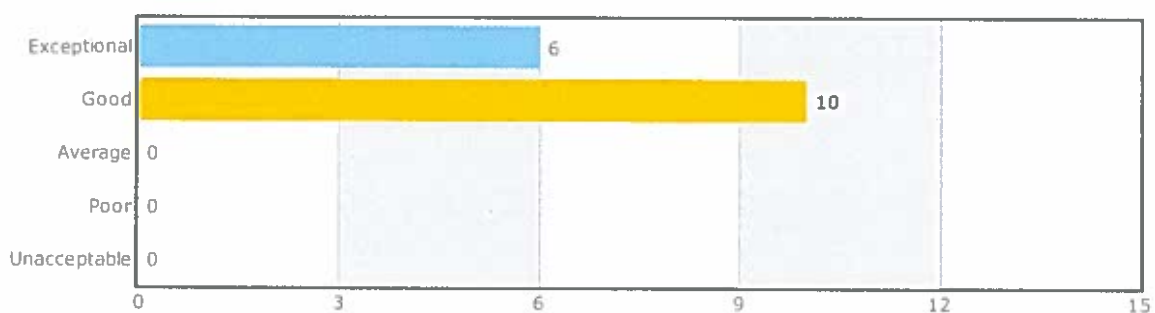
16 responses in 16 results

Subject expertise



16 responses in 16 results

Accessibility and helpfulness



16 responses in 16 results

PM 263: Lecturer: Froholdt - General Comments

Good Course Organisation

Brilliant!

Practical examples well delivered.

Excellent lecturer, she really knew how to drag students' attention. Well organized and she always presented the topics in a very comprehensive and easy way.

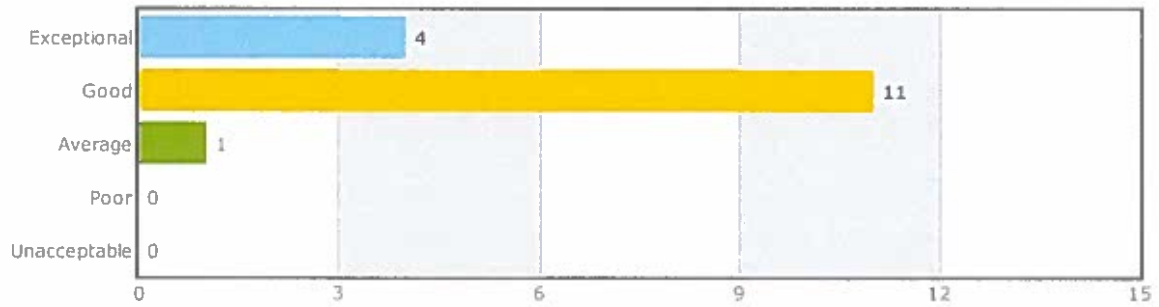
Very good.

Good lecturer

6 responses in 16 results

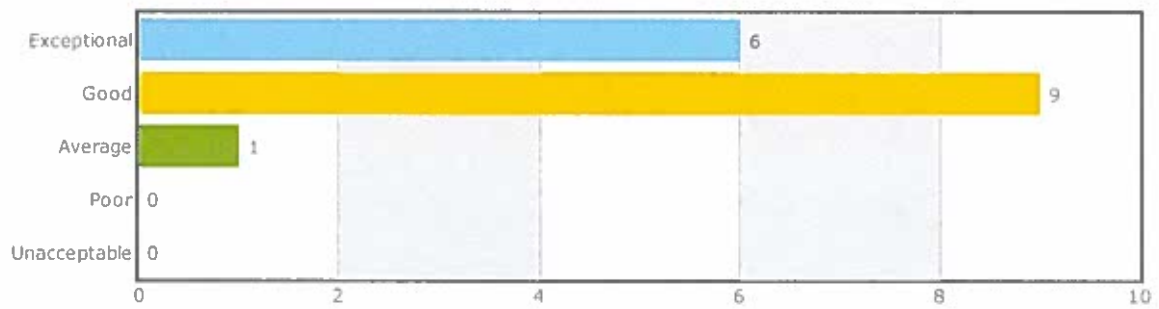
PM 263: Lecturer: Ölcer

Teaching methods



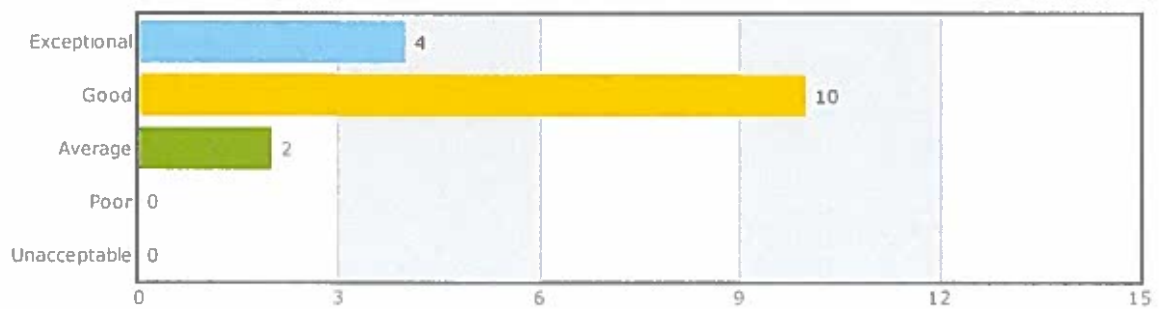
16 responses in 16 results

Course organization



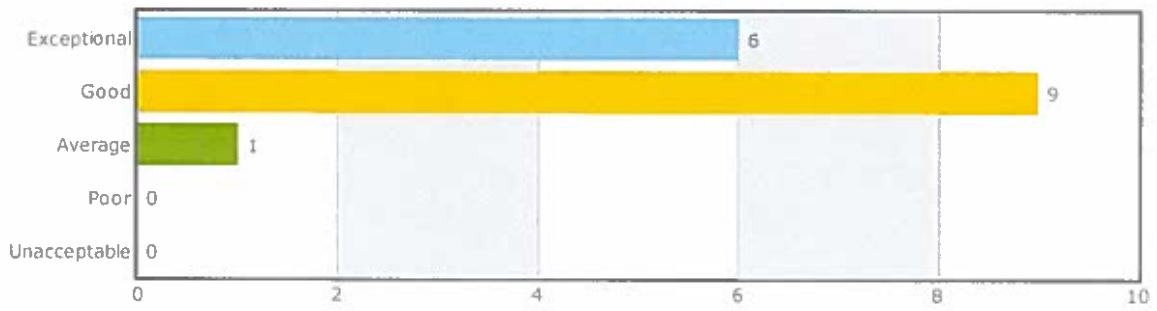
16 responses in 16 results

Presentation skills



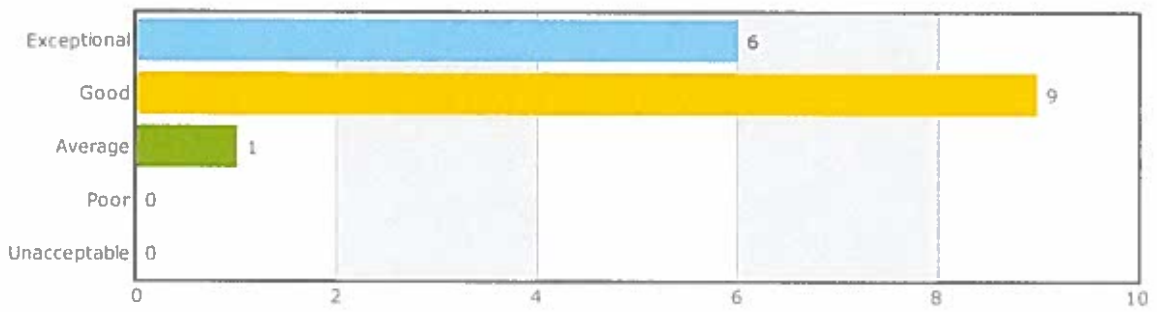
16 responses in 16 results

Subject expertise



16 responses in 16 results

Accessibility and helpfulness



16 responses in 16 results

PM 263: Lecturer: Ölcer - General Comments

Great SUBJECT EXPERTISE

No comment.

N/A

Excellent professor, well organized and he always open to answer any question. He showed a high knowledge of the subject.

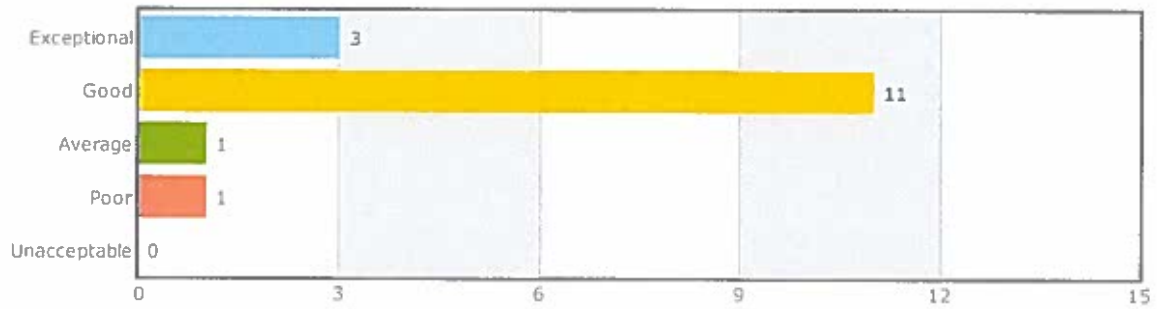
Very good.

Good lecturer

6 responses in 16 results

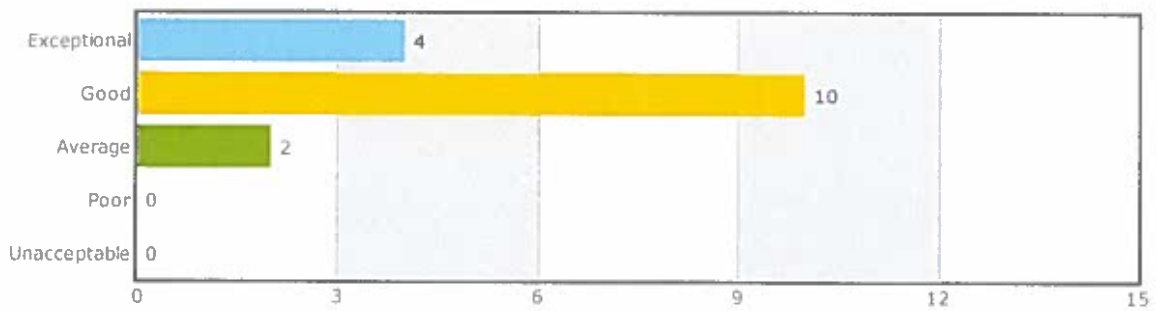
PM 263: Lecturer: Theocharidis

Teaching methods



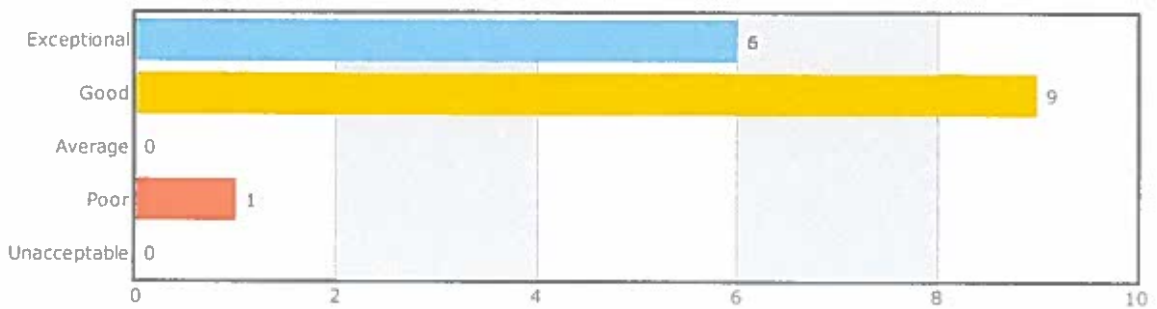
16 responses in 16 results

Course organization



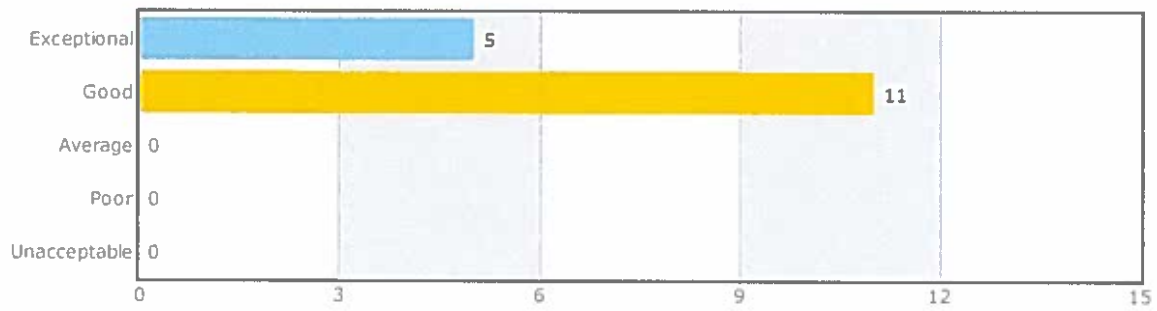
16 responses in 16 results

Presentation skills



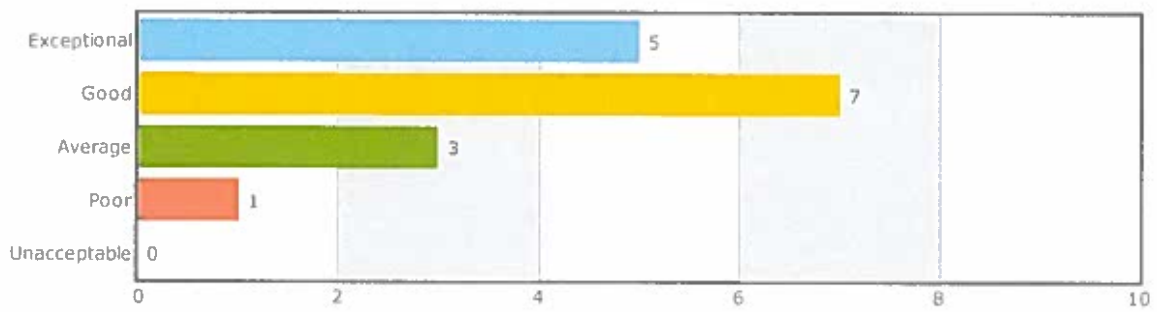
16 responses in 16 results

Subject expertise



16 responses in 16 results

Accessibility and helpfulness



16 responses in 16 results

PM 263: Lecturer: Theocharidis - General Comments

The lecturer was too fast and it was not easy to get the point of the way he taught. The students were not given the freedom to raise the questions during the presentation. I found this lecturer was not really interesting,

Great knowledge of subject matter

Teaching style does not promote healthy discussion and interaction with students. Students are not allowed to talk or raise questions. Monotonous.

No comment.

Subject well delivered

Good lecturer, the time was not enough for me to have a better opinion about him. However his lectures were well-organized and he showed a high subject expertise.

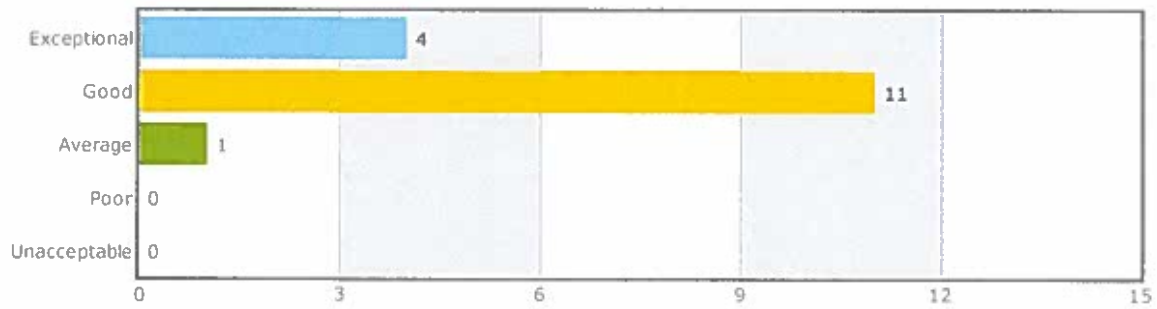
Good

Nice lecturer

8 responses in 16 results

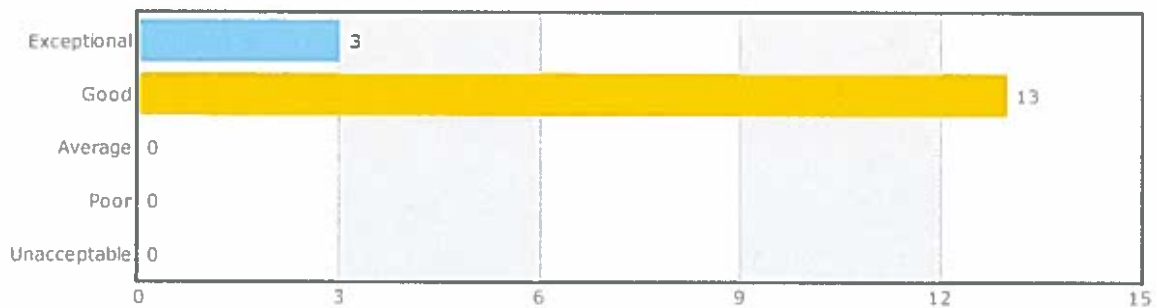
PM 263: Lecturer: Various Speakers

Teaching methods



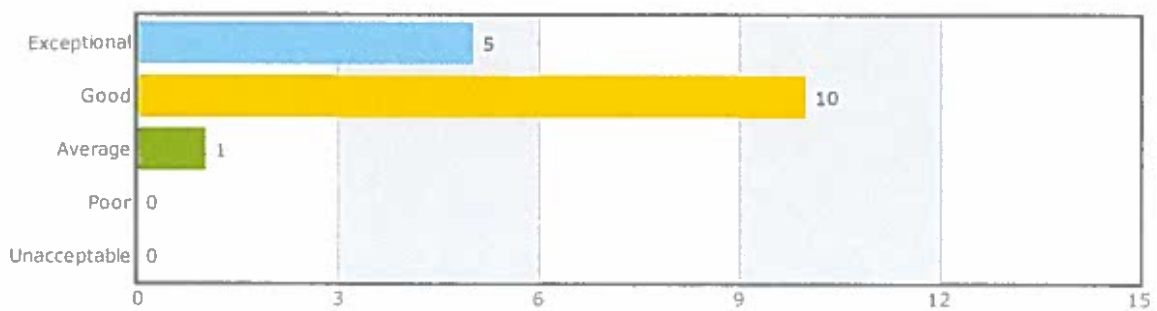
16 responses in 16 results

Course organization



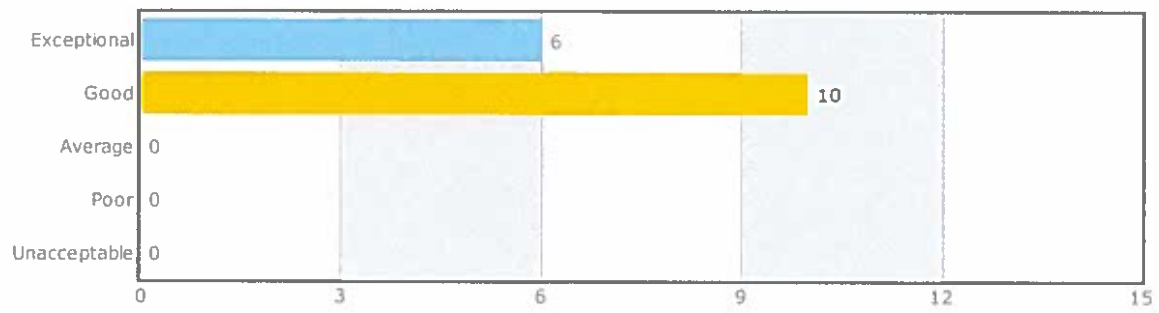
16 responses in 16 results

Presentation skills



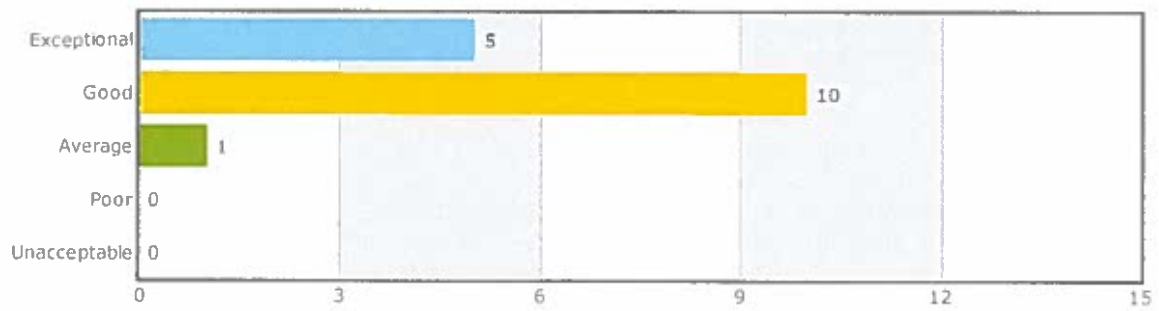
16 responses in 16 results

Subject expertise



16 responses in 16 results

Accessibility and helpfulness



16 responses in 16 results

PM 263: Lecturer: Various Speakers - General Comments

All great speakers and presentation skills

Good.

Very well coordinated and articulate in their areas of specialisation

In general, all the lecturers develop their presentations in a well-organized way, clearly and answered most of the students' questions.

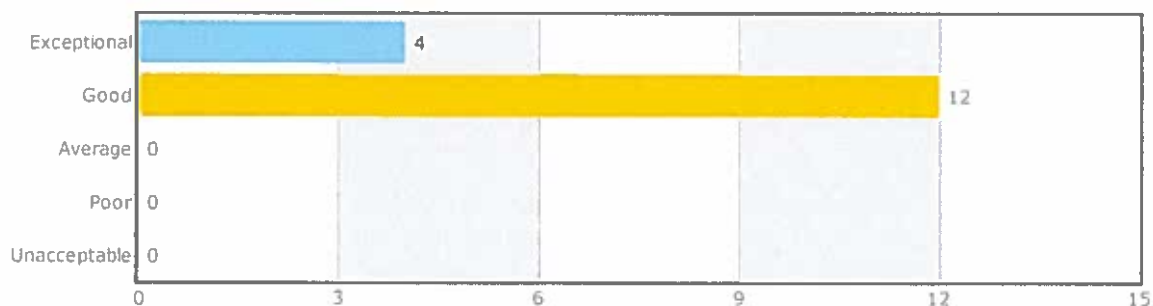
Very good.

So far so clear

6 responses in 16 results

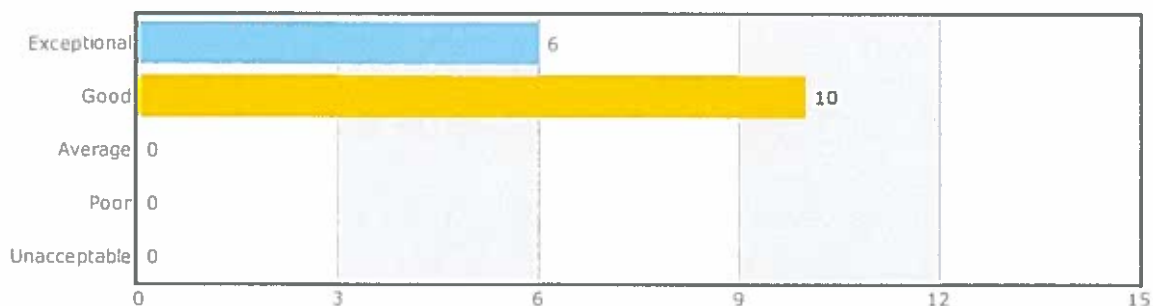
PM 263: Overall rating of subject

Organization of subject



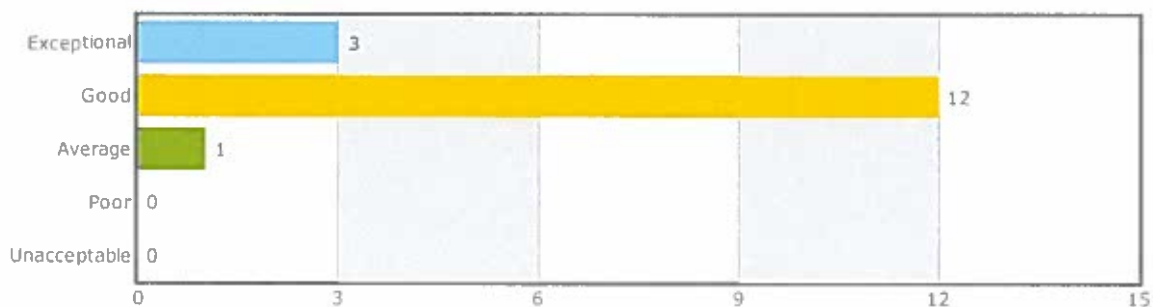
16 responses in 16 results

Contemporary relevance of content



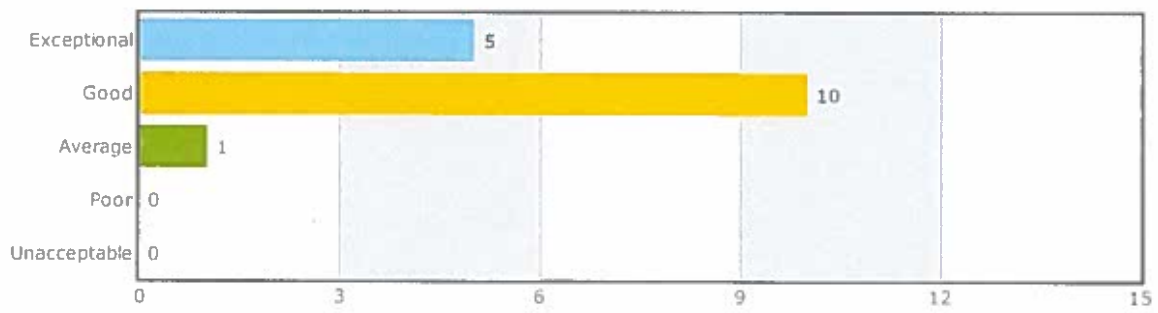
16 responses in 16 results

Handouts/textbooks



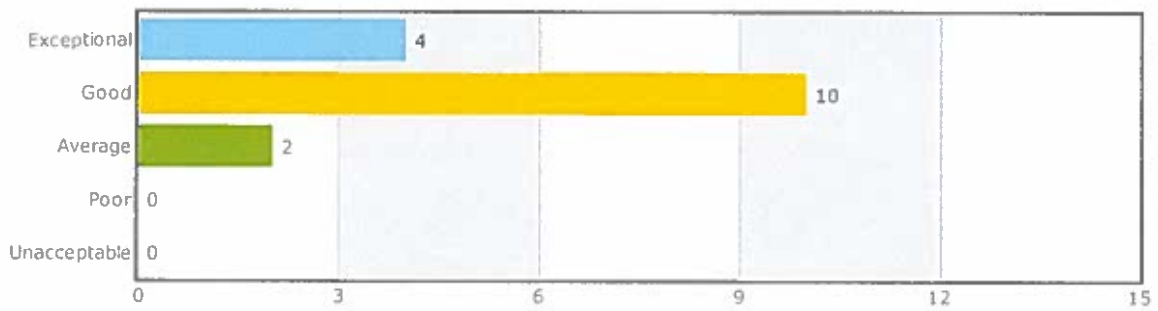
16 responses in 16 results

Availability of reference material



16 responses in 16 results

Nature of assessment



16 responses in 16 results

PM 263: Subject - General Comments

Great

Good introduction to specialization subjects!

It was an eye opener.. getting practical information from relevant professionals

In general, the outcome was positive, it covered the topics I wanted to learn about and the speakers showed a high knowledge of the topics presented.

Subject is very relevant and more time should be allocated. Material and lectures were too much for such short period.

Educative.

too many visiting professors were involved in this course. it means that this course seems to be a weak point of PM and SML and it should be improved in the future

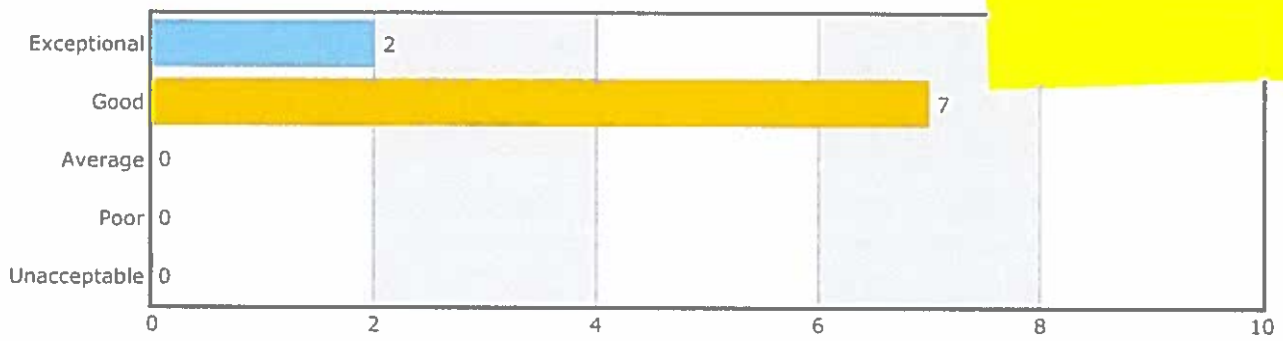
More places to visit would be better for the seminar

8 responses in 16 results

MET 2014

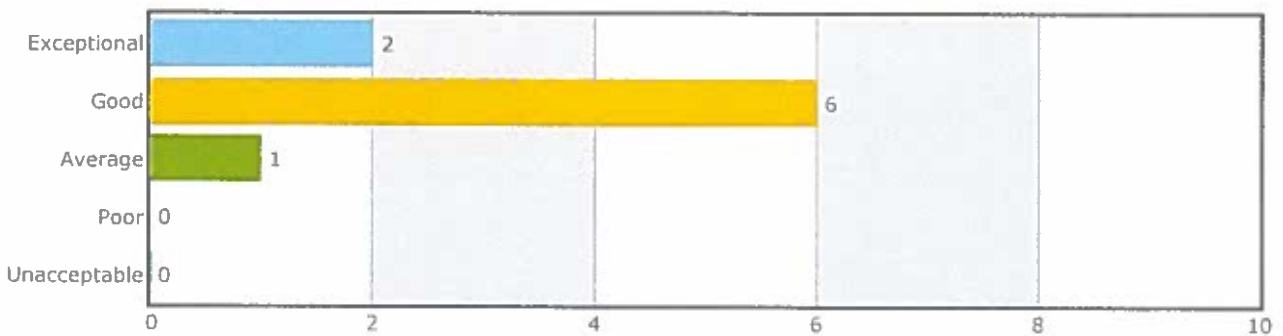
MET 255: Lecturer: Froholdt

Teaching methods



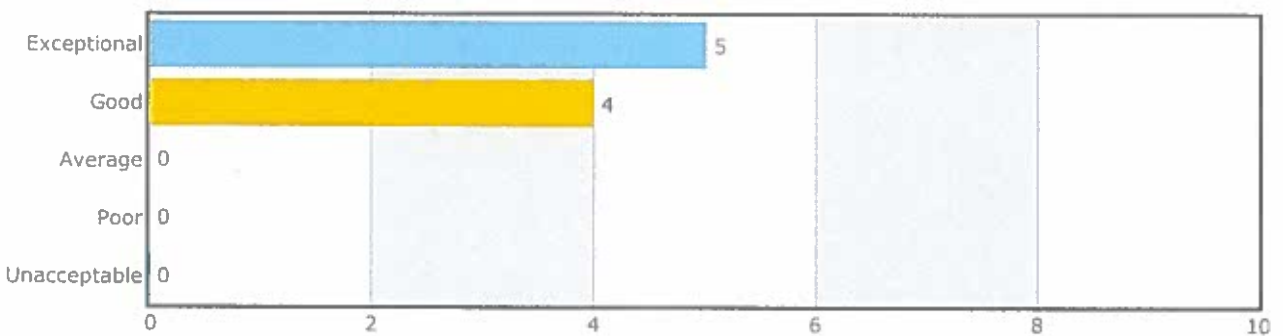
9 responses in 9 results

Course organization



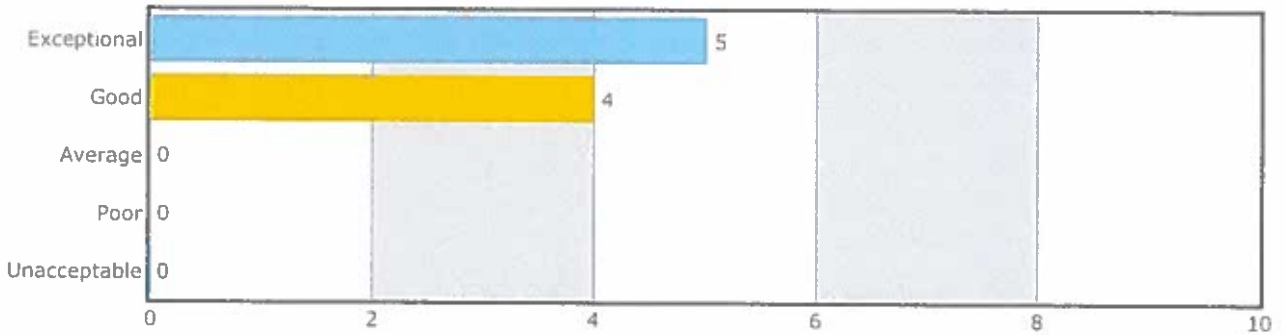
9 responses in 9 results

Presentation skills



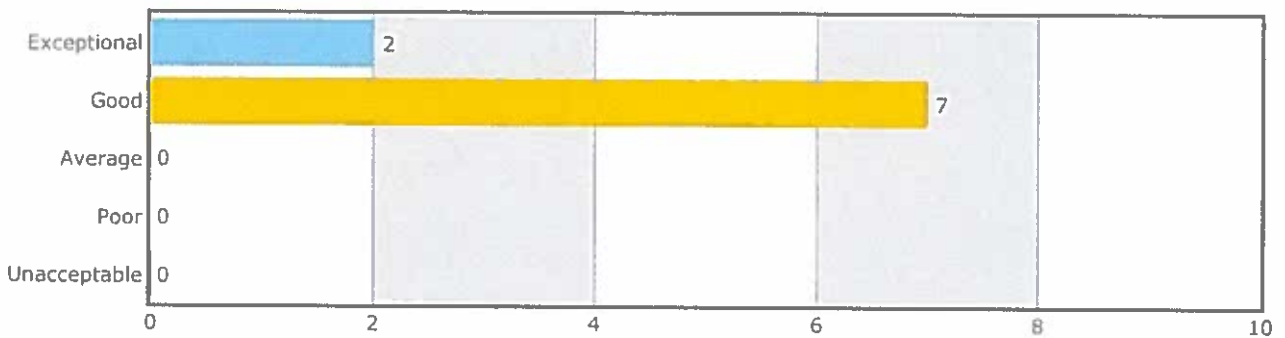
9 responses in 9 results

Subject expertise



9 responses in 9 results

Accessibility and helpfulness



9 responses in 9 results

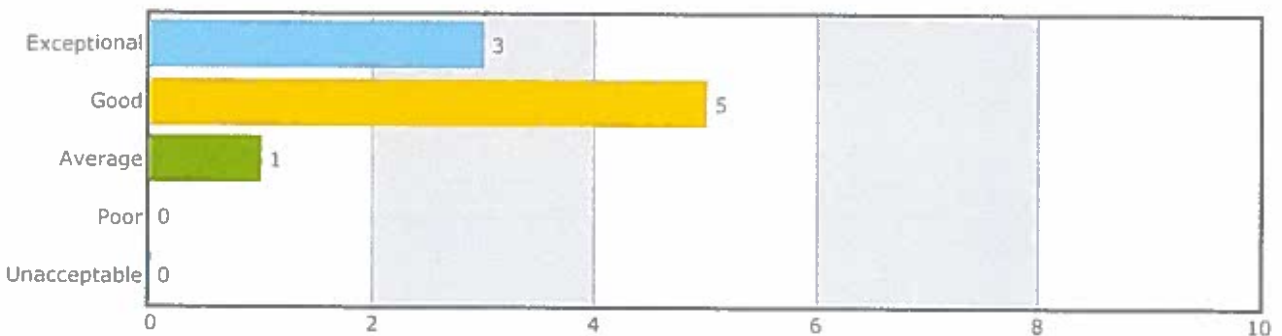
MET 255: Lecturer: Froholdt - General Comments

Good

1 response in 9 results

MET 255: Overall rating of subject

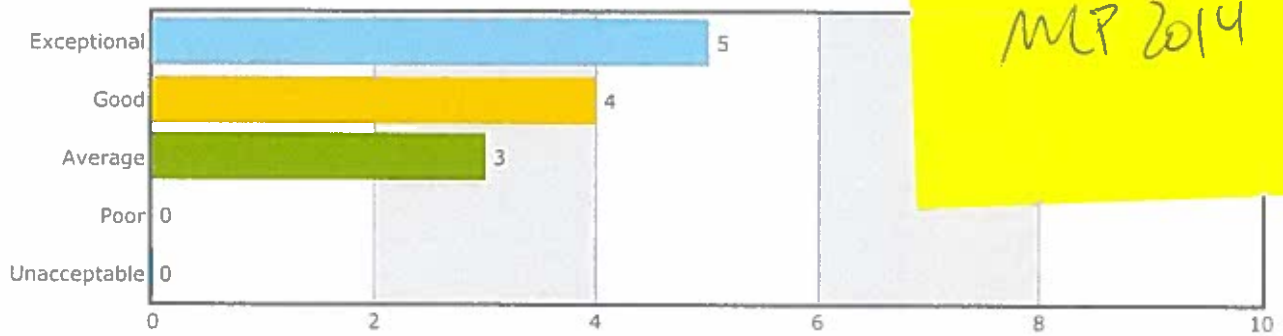
Organization of subject



9 responses in 9 results

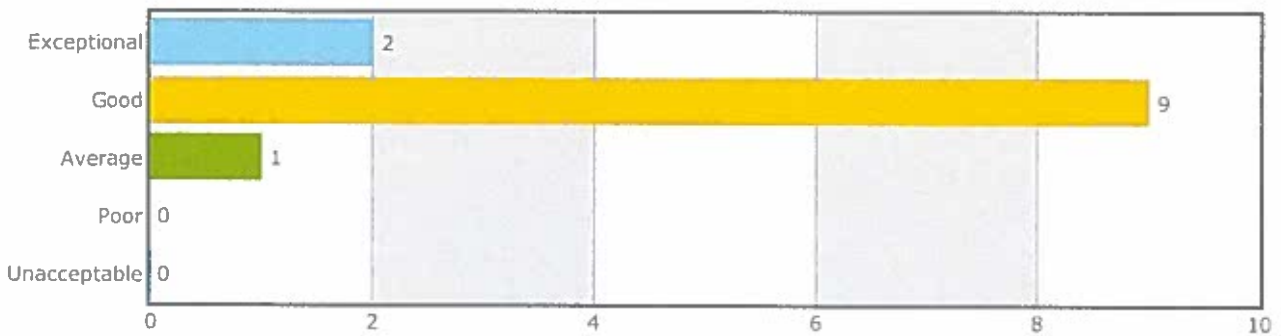
Contemporary relevance of content

Presentation skills



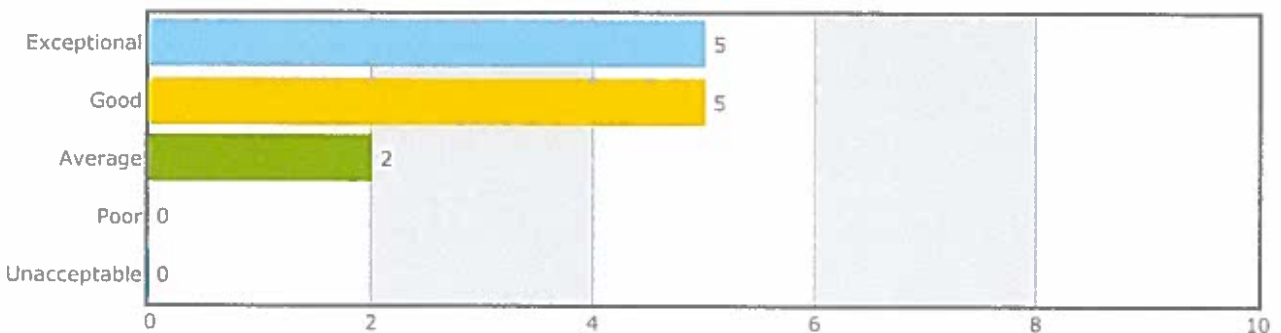
12 responses in 12 results

Subject expertise



12 responses in 12 results

Accessibility and helpfulness



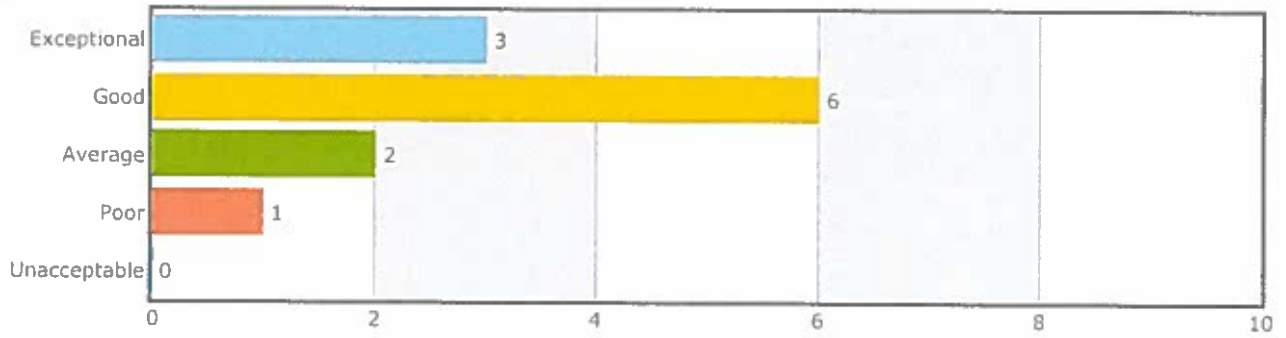
12 responses in 12 results

MLP 251: Lecturer: Williams - General Comments

There are no responses for this item.

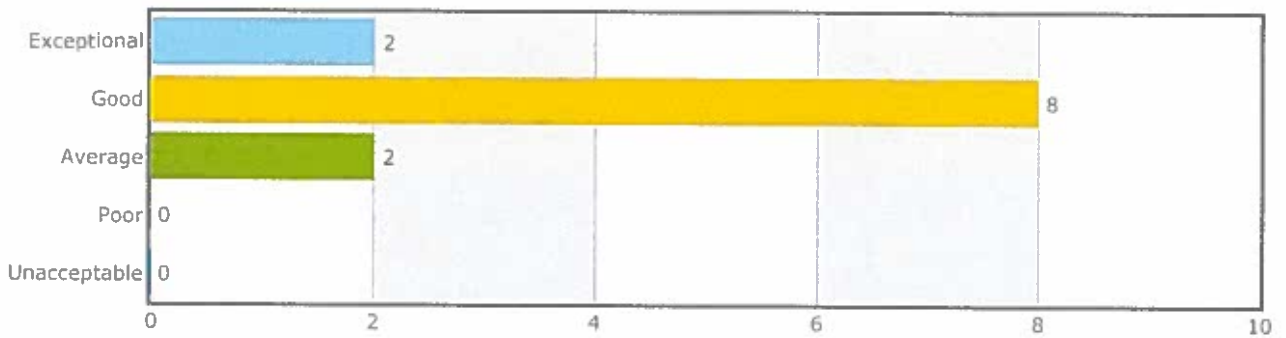
MLP 251: Lecturer: Froholdt

Teaching methods



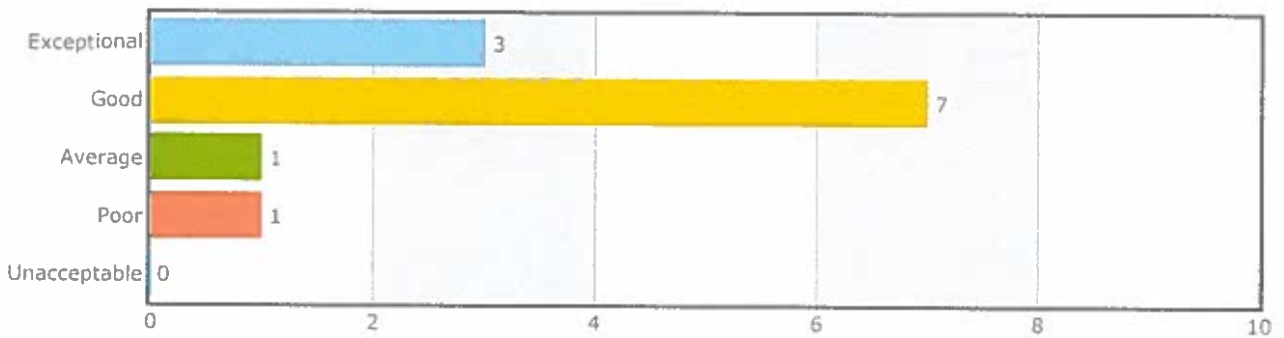
12 responses in 12 results

Course organization



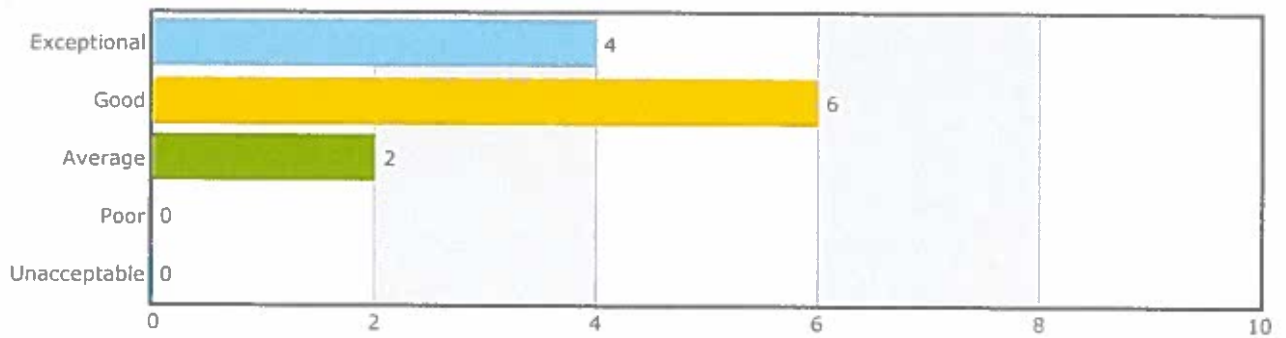
12 responses in 12 results

Presentation skills



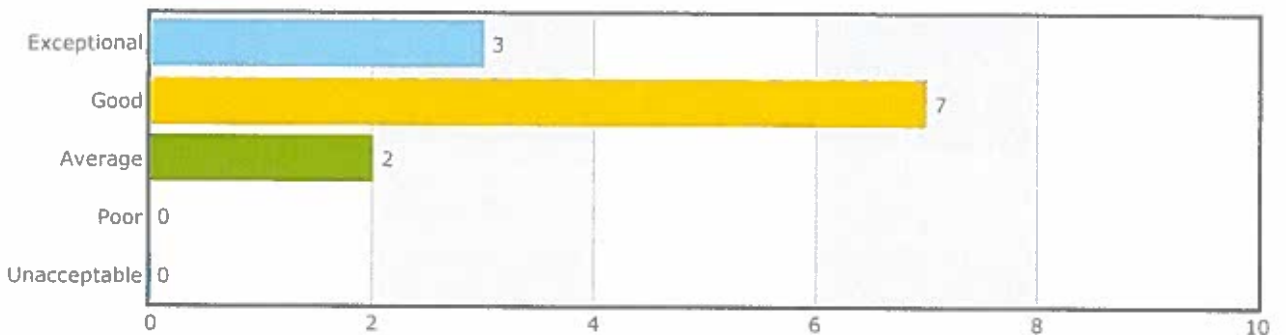
12 responses in 12 results

Subject expertise



12 responses in 12 results

Accessibility and helpfulness



12 responses in 12 results

MLP 251: Lecturer: Froholdt - General Comments

There are no responses for this item.

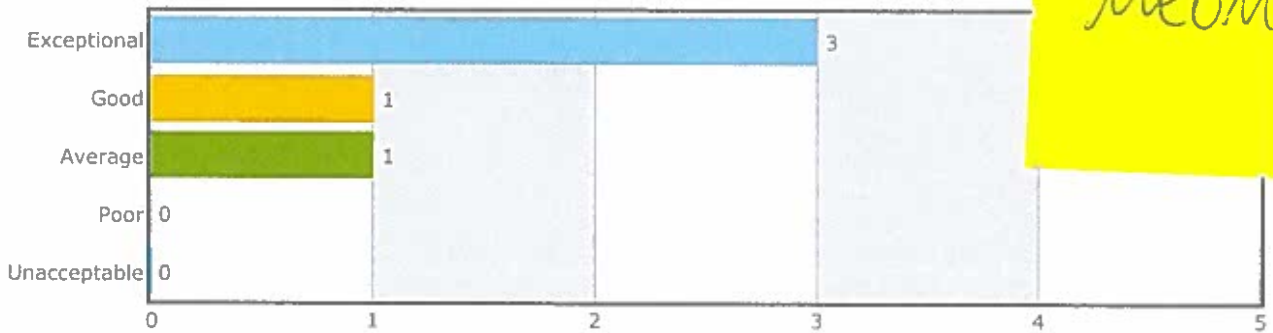
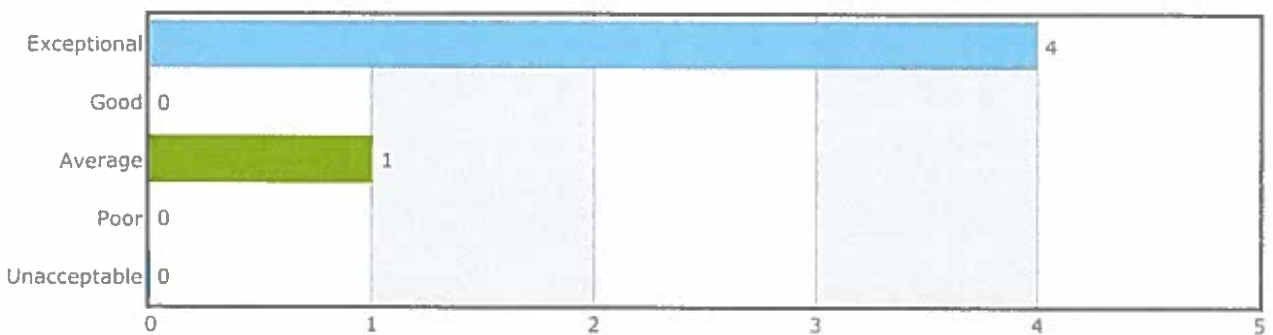
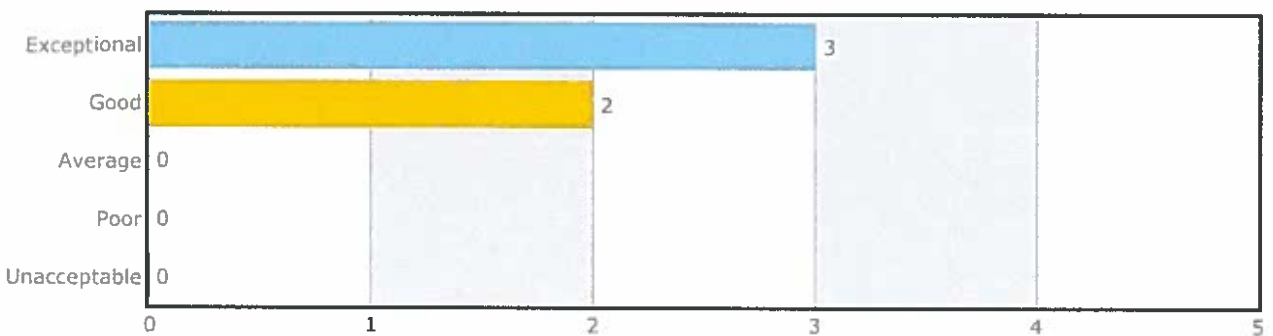
MLP 251: Overall rating of subject

Organization of subject



12 responses in 12 results

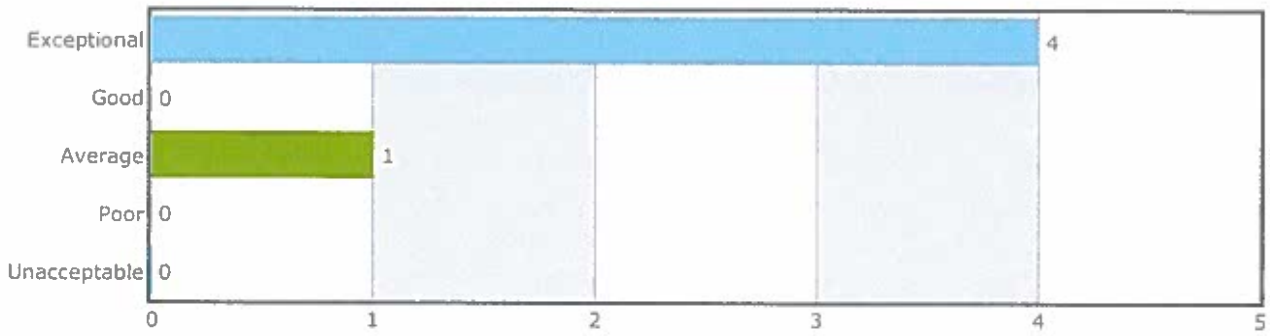
Contemporary relevance of content

Presentation skills**5 responses in 5 results****Subject expertise****5 responses in 5 results****Accessibility and helpfulness****5 responses in 5 results****MEOM 251: Lecturer: Williams - General Comments**

A good person to deal with. However during this particular course she would fly through slides.
Friendly and enthusiastic.

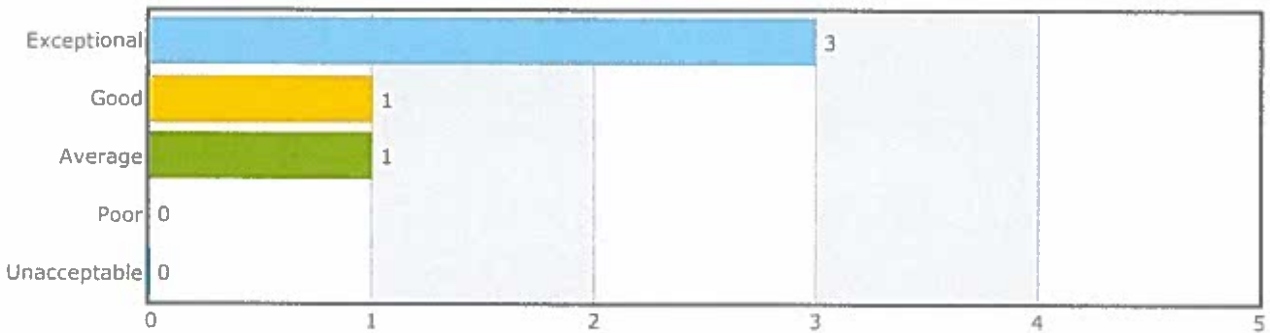
Presentation and lecture materials were well delivered.

3 responses in 5 results**MEOM 251: Lecturer: Froholdt****Teaching methods**



5 responses in 5 results

Course organization



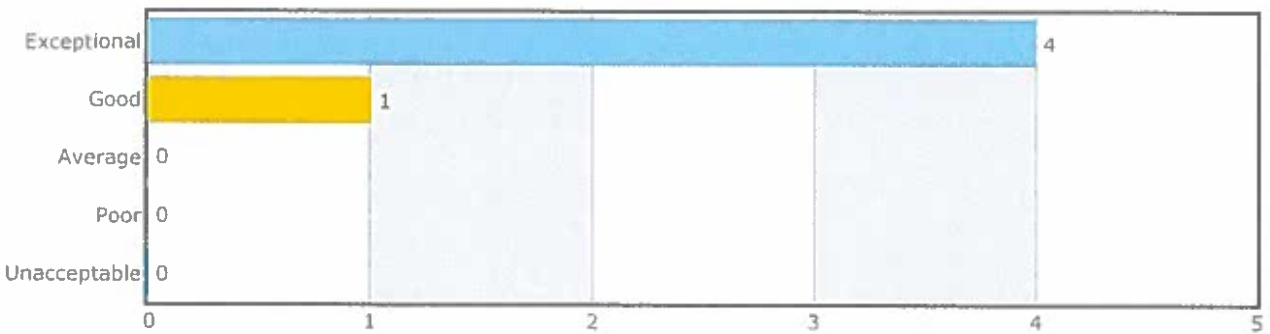
5 responses in 5 results

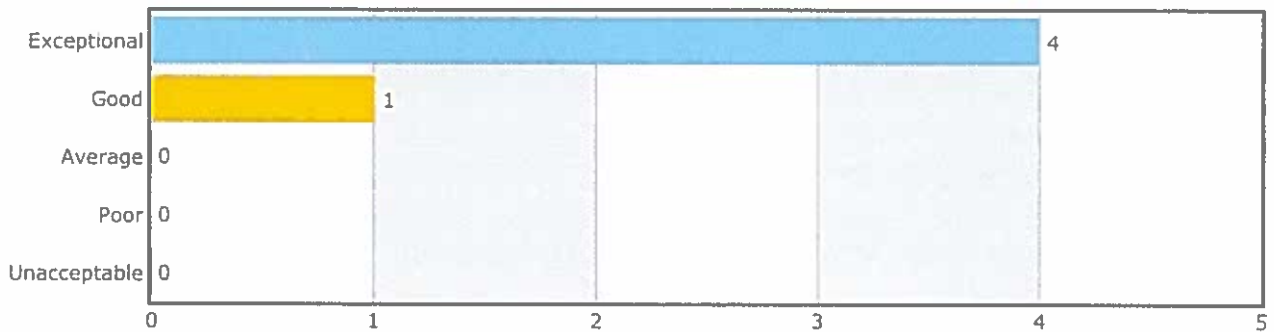
Presentation skills



5 responses in 5 results

Subject expertise

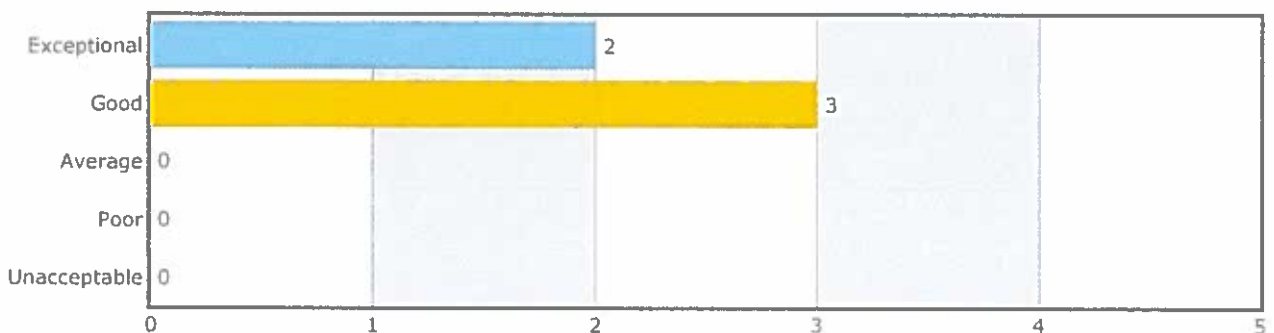


5 responses in 5 results**Accessibility and helpfulness****5 responses in 5 results****MEOM 251: Lecturer: Froholdt - General Comments**

exceptional presentation skills

New subject so it won't be perfect first time around.

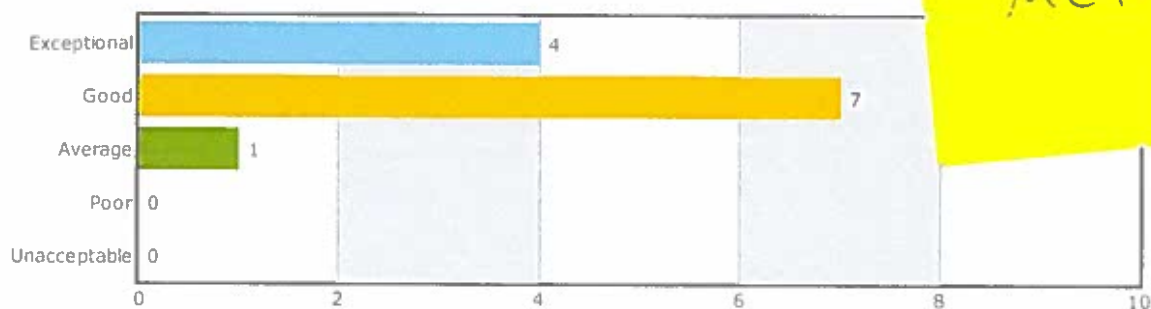
Presentation and lecture materials were well delivered.

3 responses in 5 results**MEOM 251: Overall rating of subject****Organization of subject****5 responses in 5 results****Contemporary relevance of content**

MLP 251: Lecturer: Fakhry

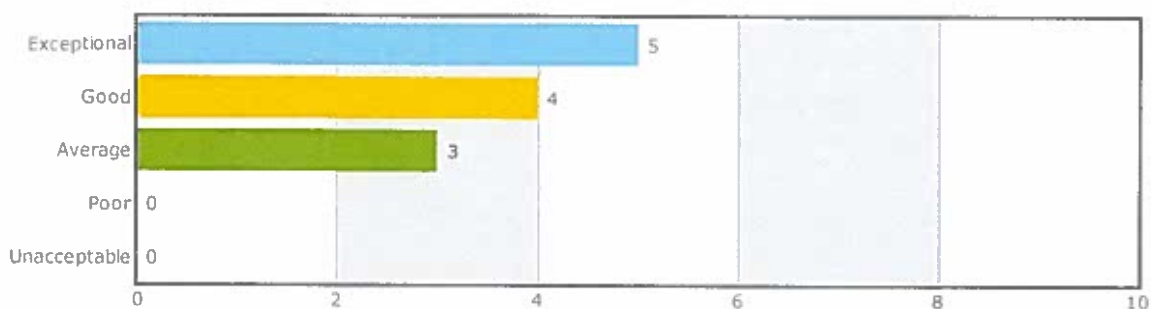
MLP 2015

Teaching methods



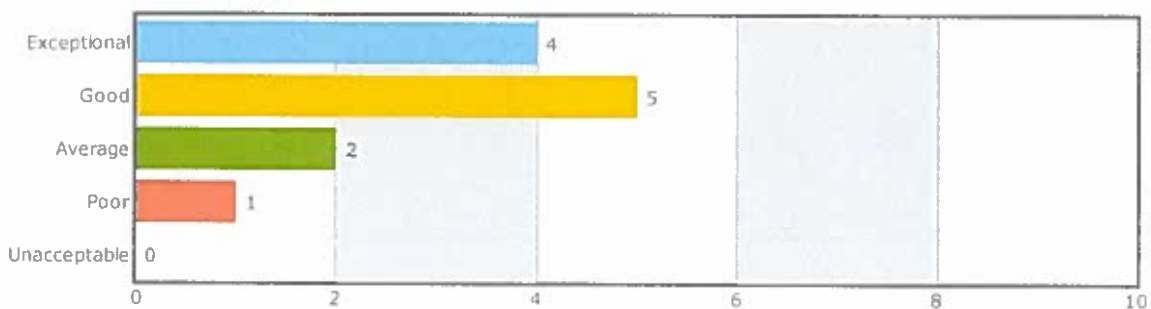
12 responses in 12 results

Course organization



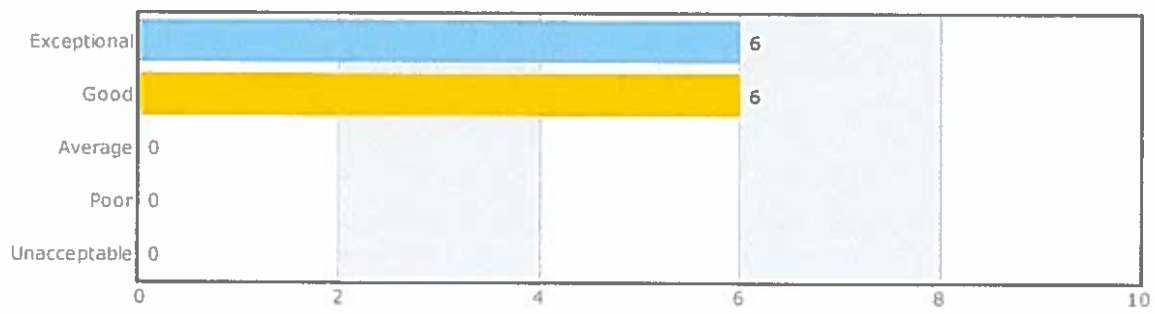
12 responses in 12 results

Presentation skills



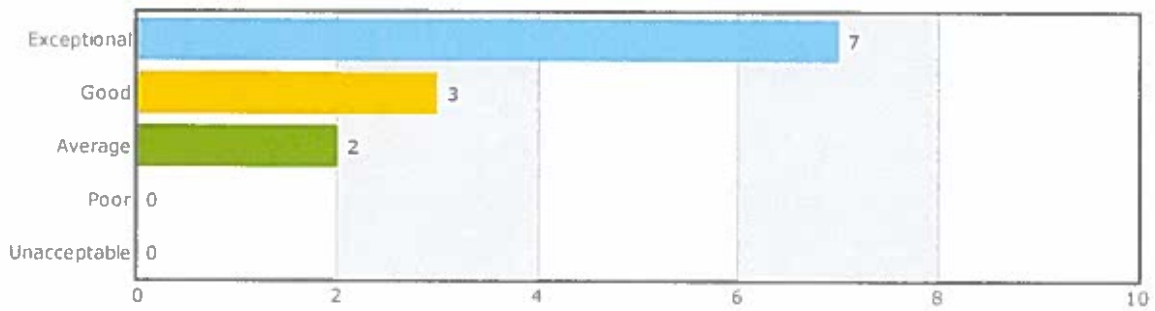
12 responses in 12 results

Subject expertise



12 responses in 12 results

Accessibility and helpfulness



12 responses in 12 results

MLP 251: Lecturer: Fakhry - General Comments

Fantastic presentation. Professor Fakhry gave a clinical, concise, lecture on Ocean Governance. students were engaged to find out their understanding of the concept. the class was interactive slides were not used overused, This was important in that students could really focus on the core concepts that were being introduced and discussed. Professor Fakhry pointed us to international conventions, legal frameworks, regional frameworks that we could look to in formulating own understanding and meaning of Ocean Governance. He highlighted key components that are prevalent in Good Ocean Governance.

Committed to student

Great subject but presentation could be improve for next lectures

Delivering a good presentation but need more presentation slide to help us understand the topic..

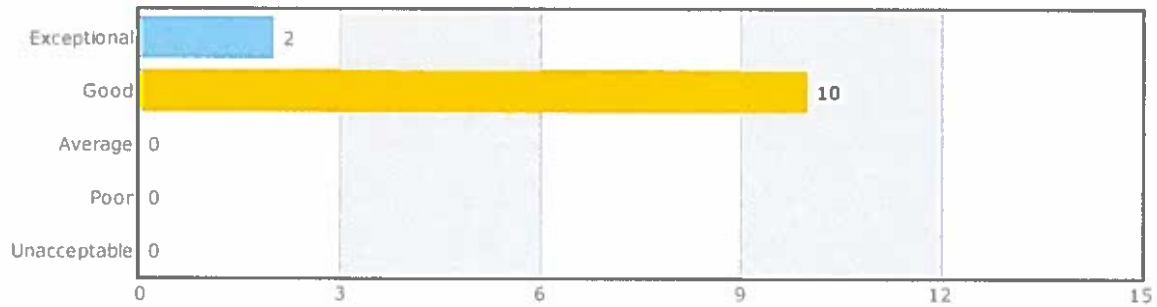
THE BEST SO FAR IN WHAT HE KNOWS

i am more used to his methods, it was more interesting the way he handle the subject for me.he is always available never too busy for students.

6 responses in 12 results

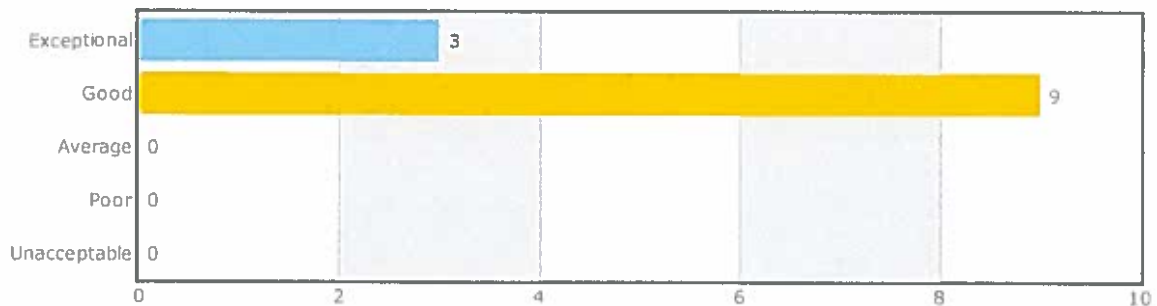
MEOM 251: Lecturer: Froholdt

Teaching methods



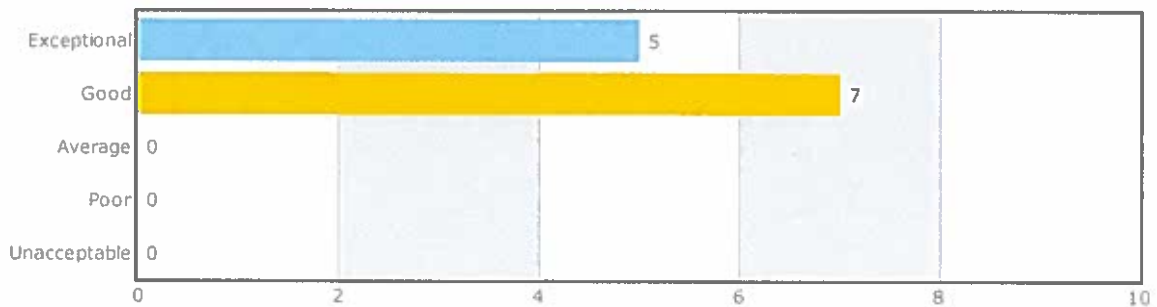
12 responses in 12 results

Course organization



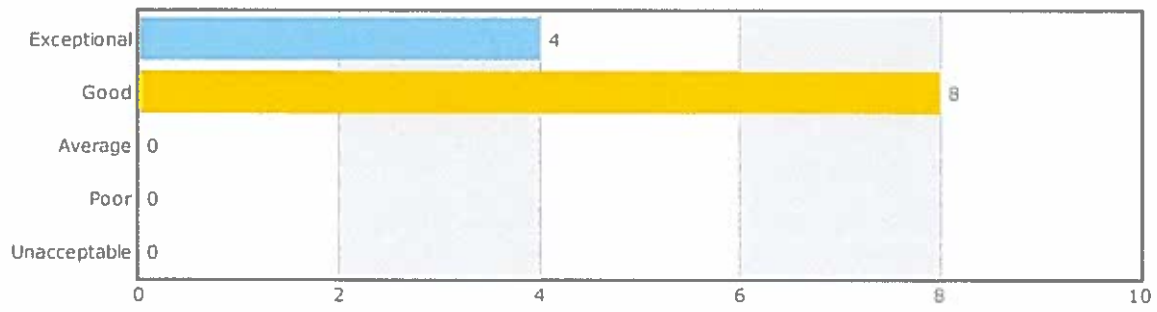
12 responses in 12 results

Presentation skills



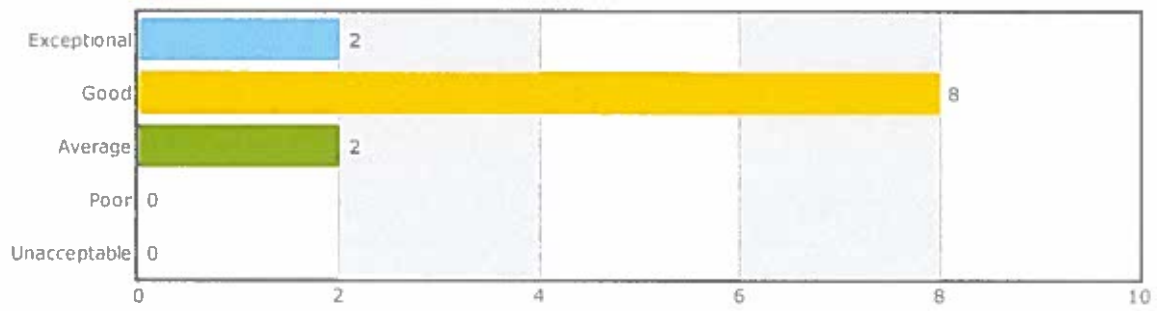
12 responses in 12 results

Subject expertise



12 responses in 12 results

Accessibility and helpfulness



12 responses in 12 results

MEOM 251: Lecturer: Froholdt - General Comments

Brilliant Presentation

Good

Great lecture, very understandable

Very good..

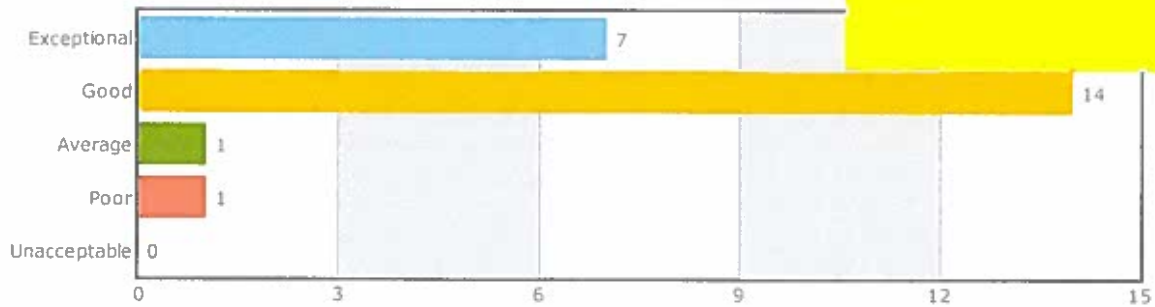
GOOD

5 responses in 12 results

SML 263: Lecturer: Moon

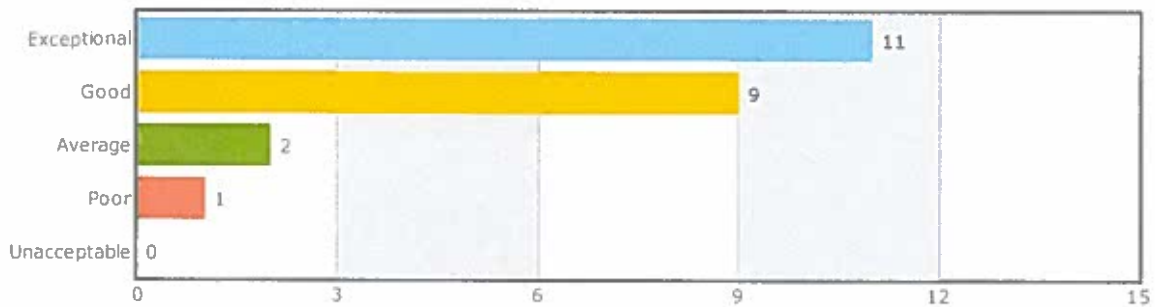
SM 2015

Teaching methods



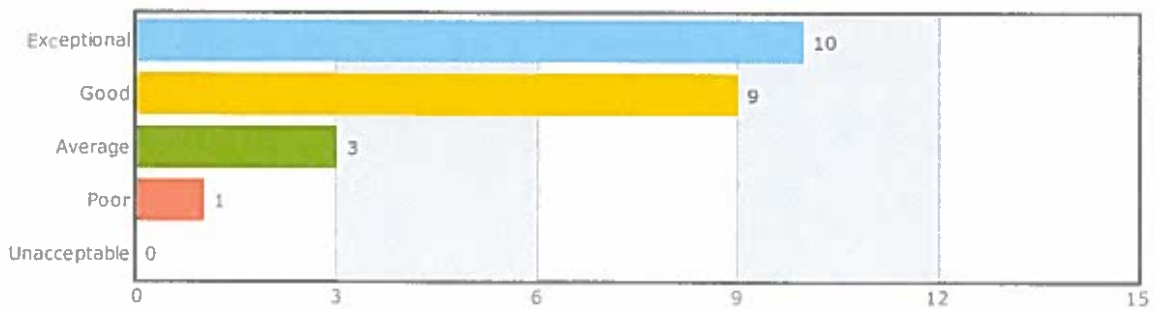
23 responses in 23 results

Course organization



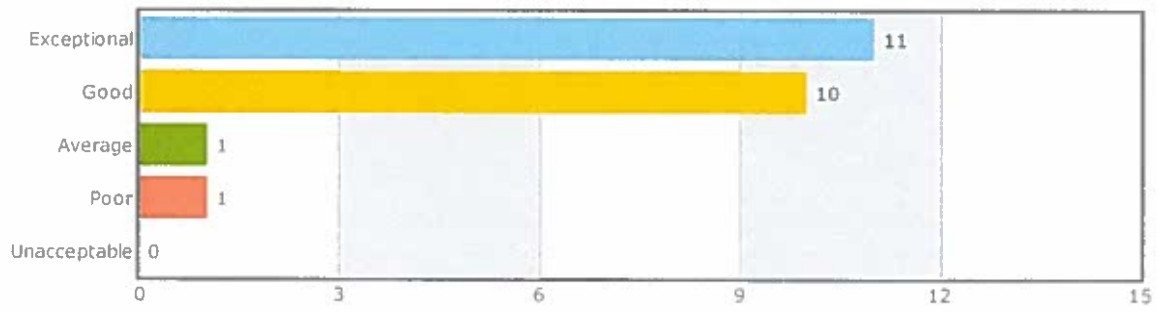
23 responses in 23 results

Presentation skills



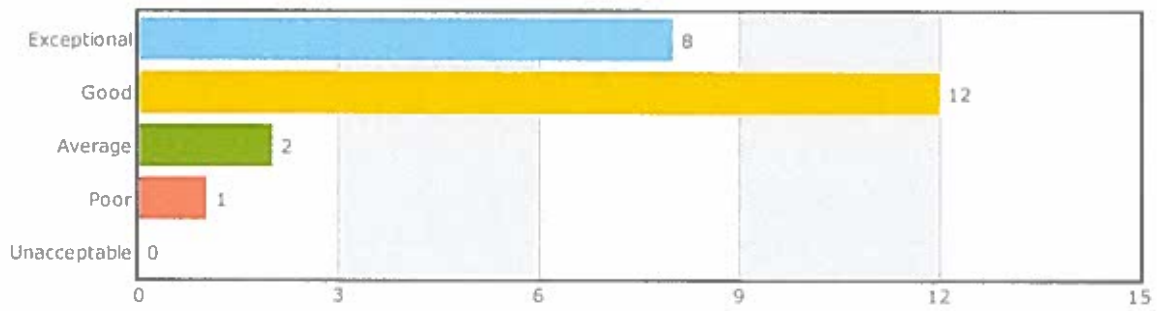
23 responses in 23 results

Subject expertise



23 responses in 23 results

Accessibility and helpfulness



23 responses in 23 results

SML 263: Lecturer: Moon - General Comments

Lectures were good and the Professor is very knowledgeable

At around 78 pages, I think the handouts are just too many to cover

Generally good.

Excellent, well experienced from industry and academic aspects. Listens and instills corporate character needed in the business life. A lot of exposure to the real situations.

A good and professional Professor

A lot of materials for this subject and sometimes have difficulty to understand

very knowledgeable professor and very helpful

ok

Good

Good experiences in port subject

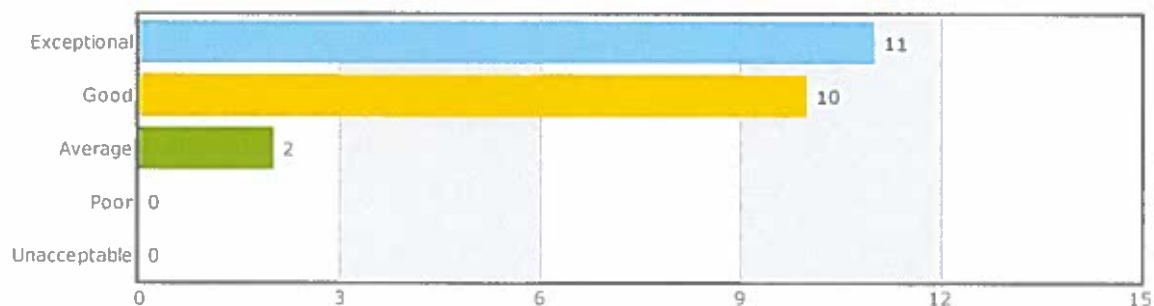
Very articulate. On-point.

good

12 responses in 23 results

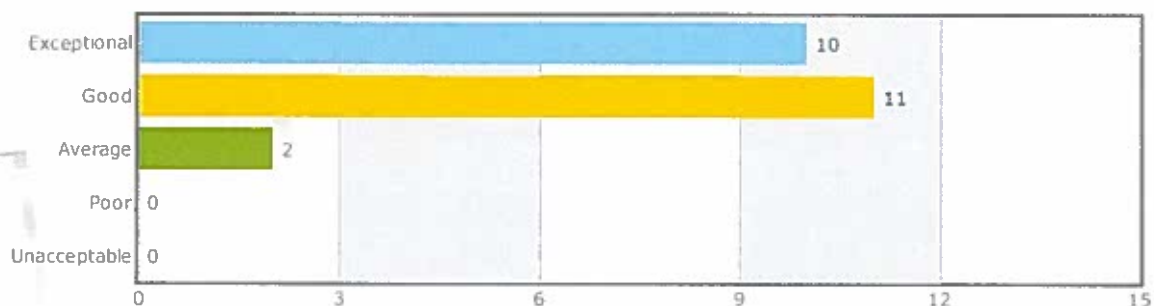
SML 263: Lecturer: Froholdt

Teaching methods



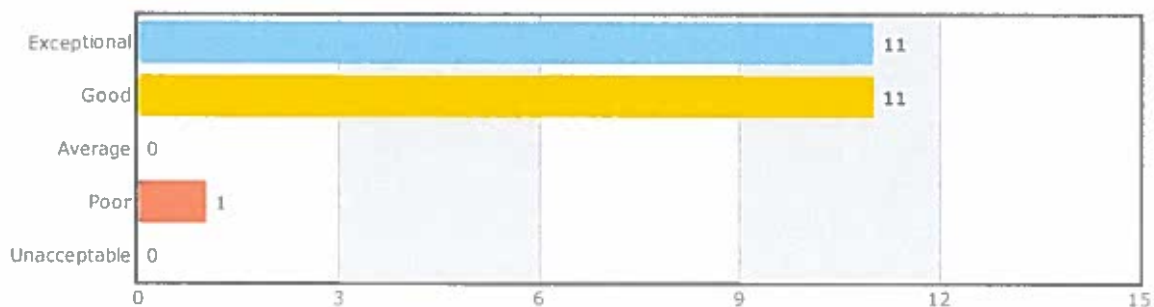
23 responses in 23 results

Course organization



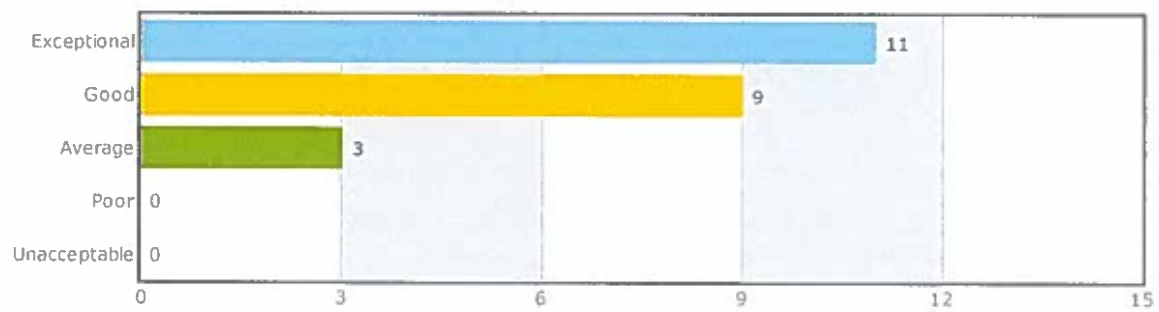
23 responses in 23 results

Presentation skills



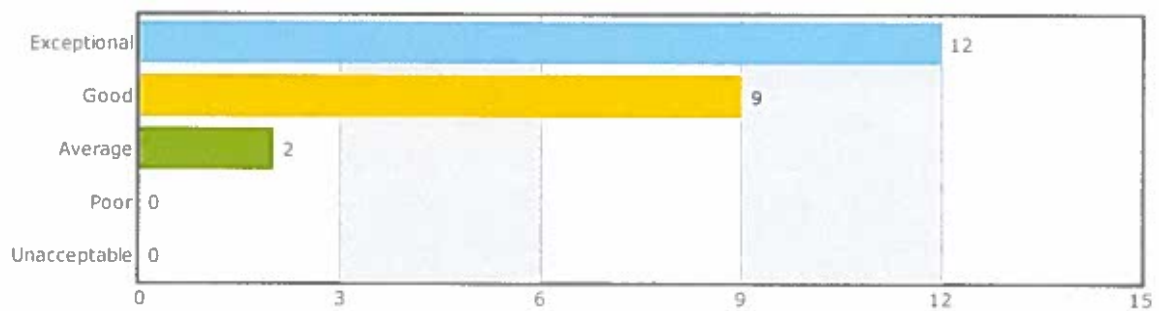
23 responses in 23 results

Subject expertise



23 responses in 23 results

Accessibility and helpfulness



23 responses in 23 results

SML 263: Lecturer: Froholdt - General Comments

Very lively

Excellent and supportive

Very professional of the subject

I like her presentation skills, well delivered and always Making jokes

very creative and knowledgeable professor

ok

Good

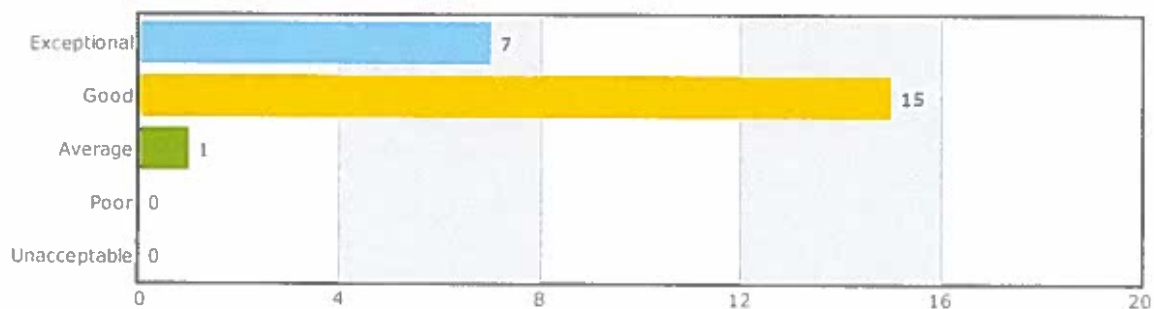
Resourceful and articulate. Uses recent real life examples. Ensures that only up-to-date and valid information is communicated. She's able to carry all students along, ensuring that there's not dull moments during her sessions. She's simply a woman of substance.

good

9 responses in 23 results

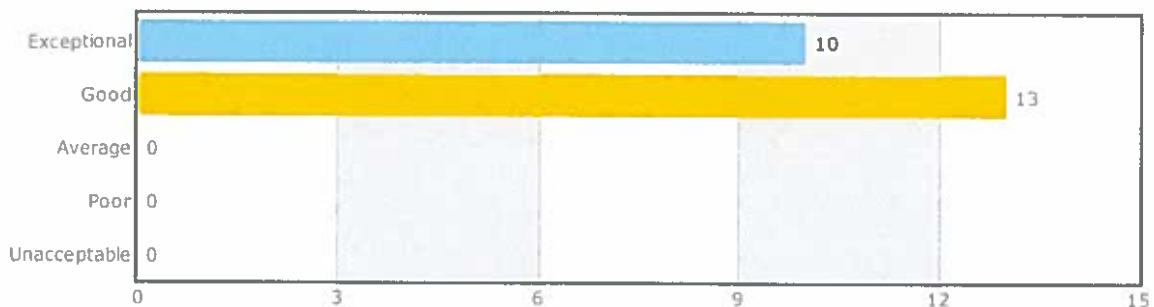
SML 263: Lecturer: Ölcer

Teaching methods



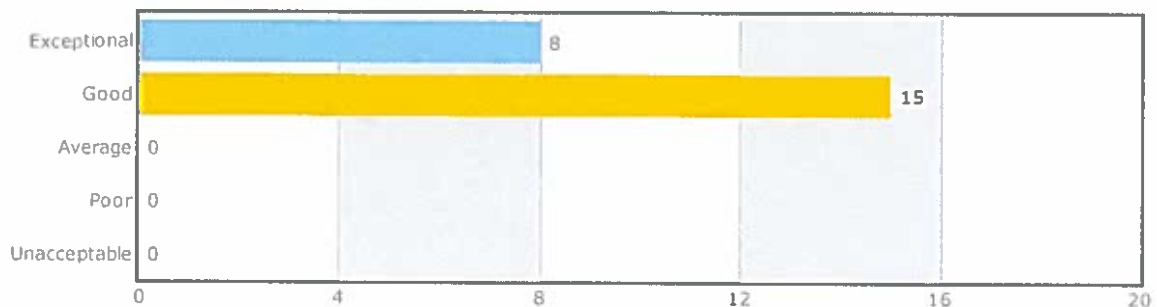
23 responses in 23 results

Course organization



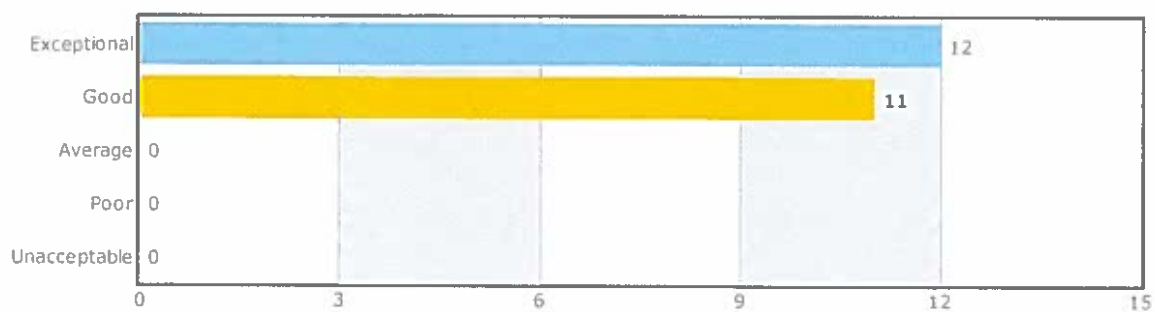
23 responses in 23 results

Presentation skills



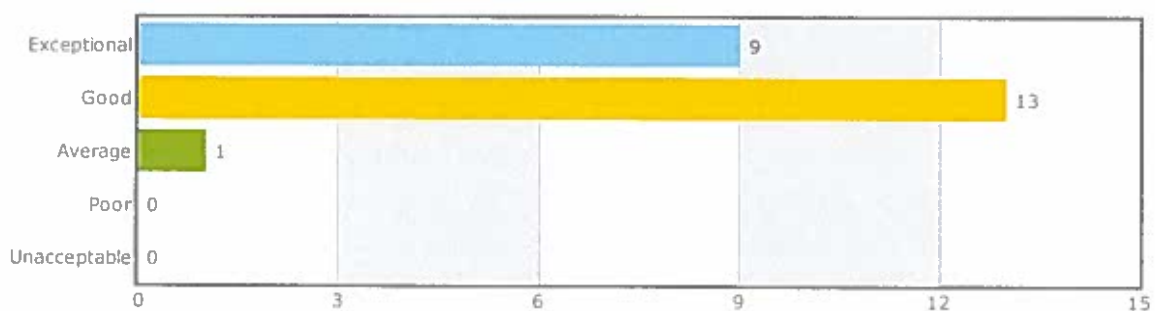
23 responses in 23 results

Subject expertise



23 responses in 23 results

Accessibility and helpfulness



23 responses in 23 results

SML 263: Lecturer: Ölcer - General Comments

Very interesting

Excellent and passionate

A good and professional

Because his part was very technical maybe a little bit to understand especially for students who don't have technical background

very knowledgeable and very helpful

ok

Good

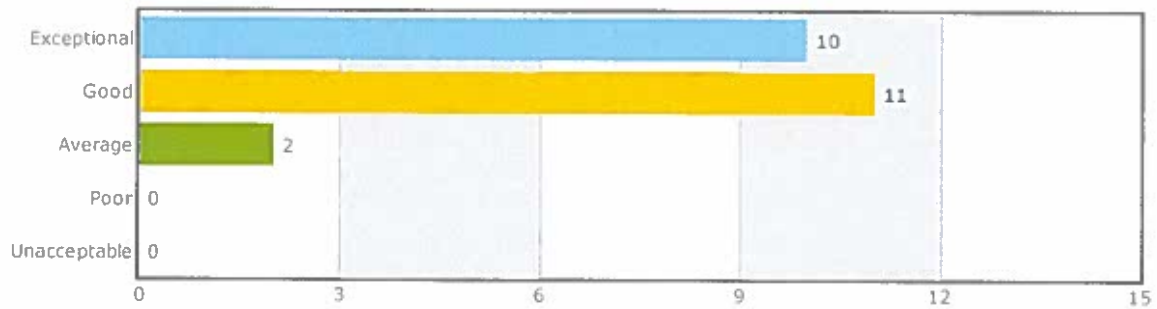
Very relevant and up-to-date knowledge. Passionate about what he does.

good

9 responses in 23 results

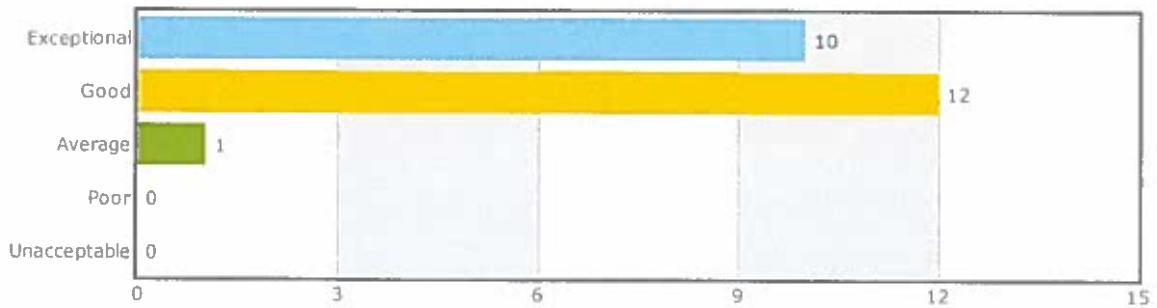
SML 263: Lecturer: Theocharidis

Teaching methods



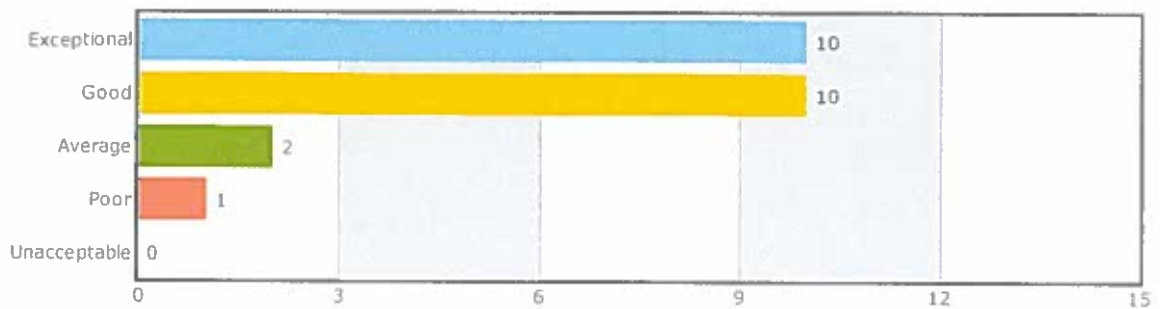
23 responses in 23 results

Course organization



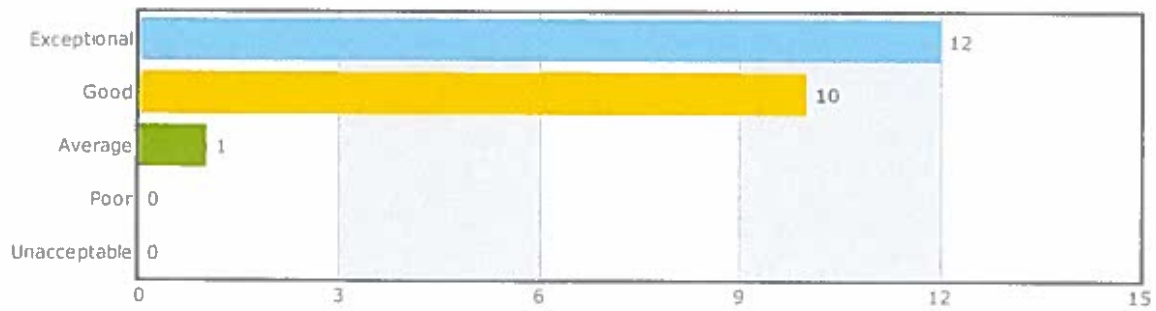
23 responses in 23 results

Presentation skills



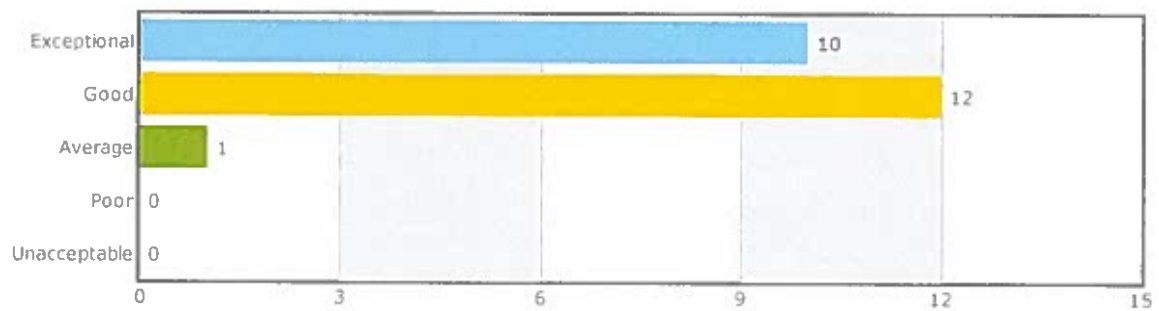
23 responses in 23 results

Subject expertise



23 responses in 23 results

Accessibility and helpfulness



23 responses in 23 results

SML 263: Lecturer: Theocharidis - General Comments

Professor Theocharidis unfolds his lectures as a well organised story. He captivates interest by building from the basic element of the subject matter at hand for those who have not previously encountered the subject area he is teaching, and still keeps the attention of those who do have some knowledge or background.

Very good

Excellent

Very Professional

He was good but Sometimes difficult to understand especially for maritime law terms

very knowledgable and has lots and passion and energy for teaching SML should have more classes from such professor

ok

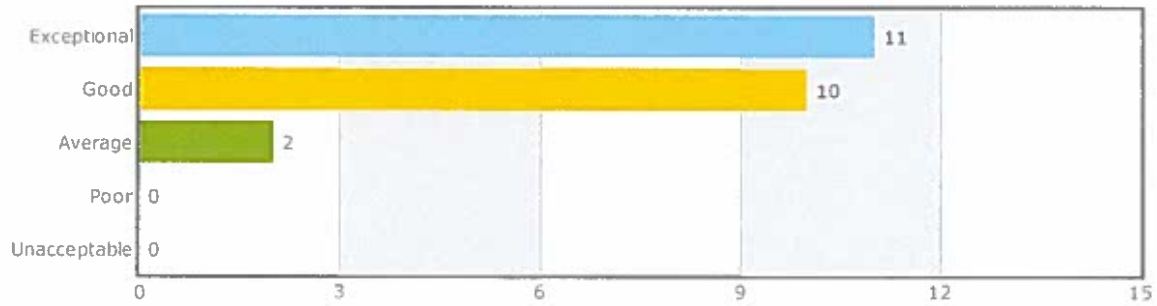
Good

good

9 responses in 23 results

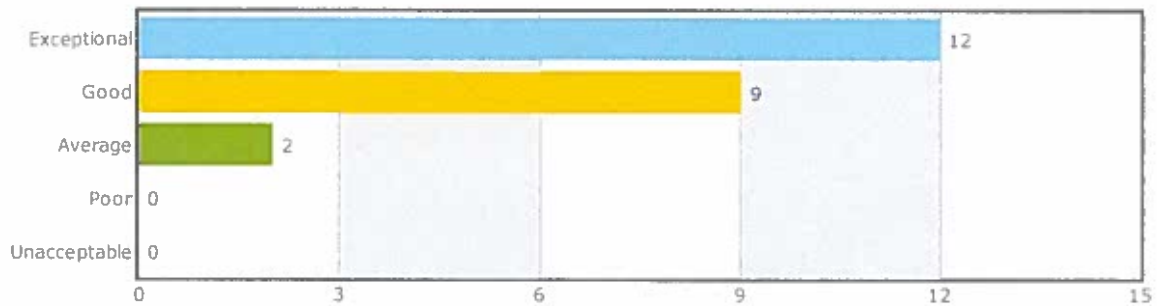
SML 263: Lecturer: Various Speakers

Teaching methods



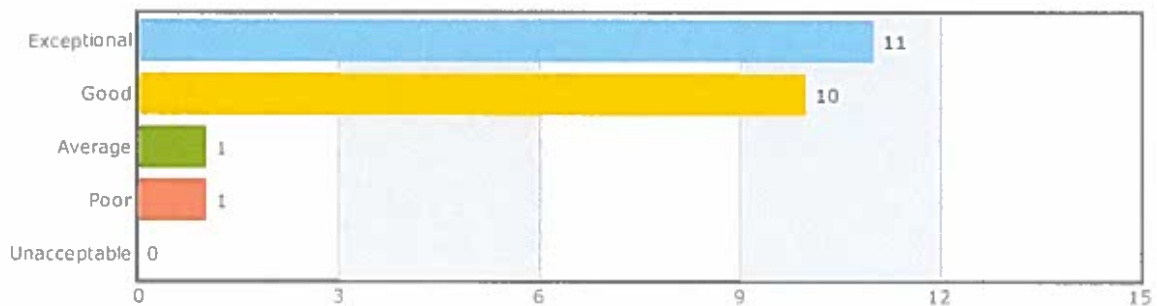
23 responses in 23 results

Course organization



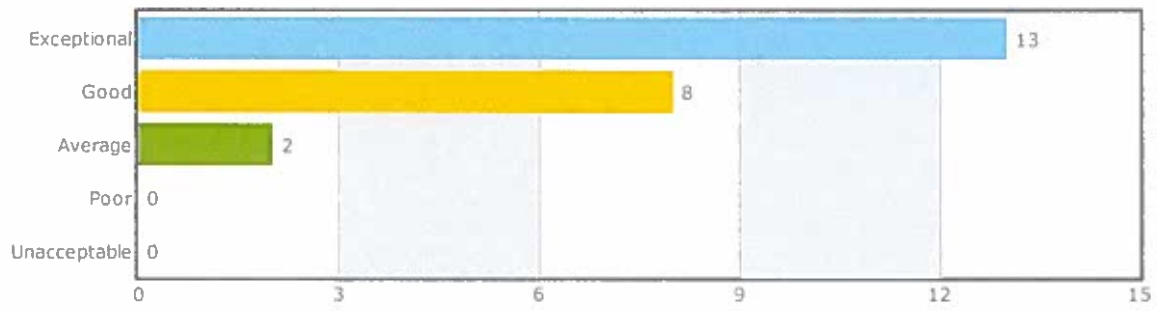
23 responses in 23 results

Presentation skills



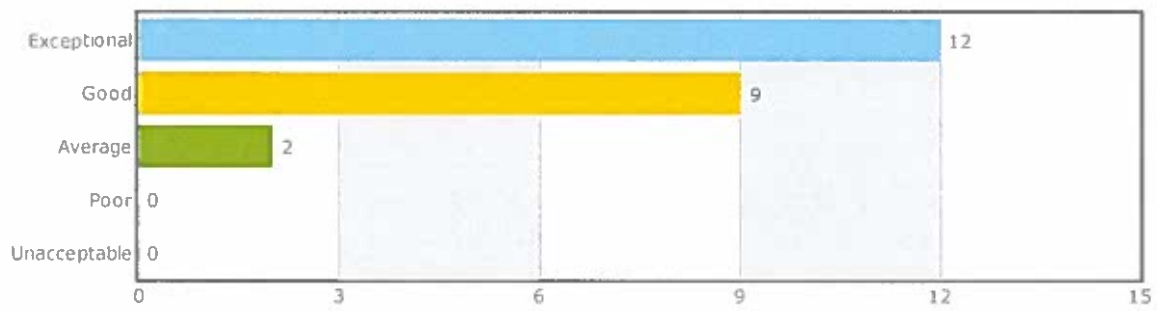
23 responses in 23 results

Subject expertise



23 responses in 23 results

Accessibility and helpfulness



23 responses in 23 results

SML 263: Lecturer: Various Speakers - General Comments

Course contained a lot of information and guest lecturers selected were able to give great insight into their respective fields.

Very good

All speakers were interesting in terms of the knowledge they shared with us.

Great

They are good and professional

good and knowledgeable in their respective field

ok

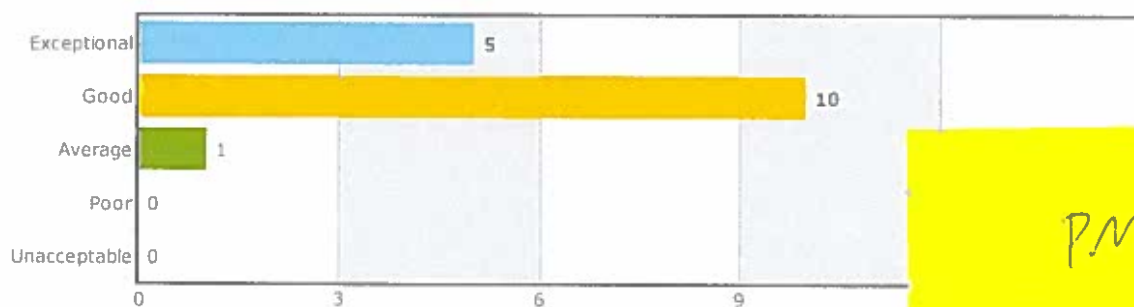
Good

good

9 responses in 23 results

PM 263: Lecturer: Moon

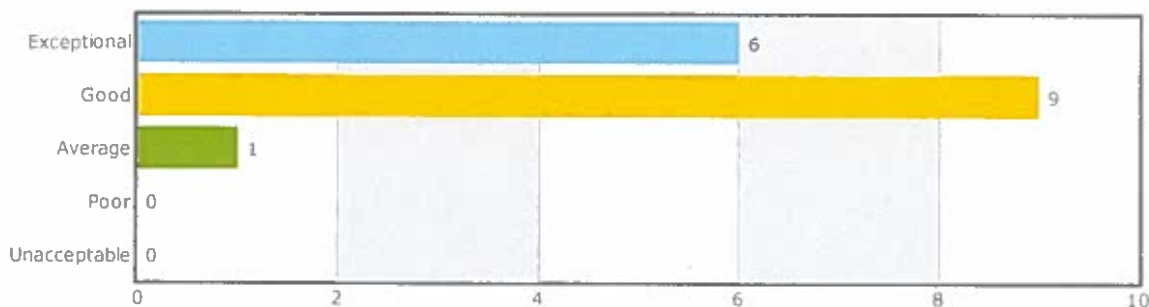
Teaching methods



16 responses in 16 results

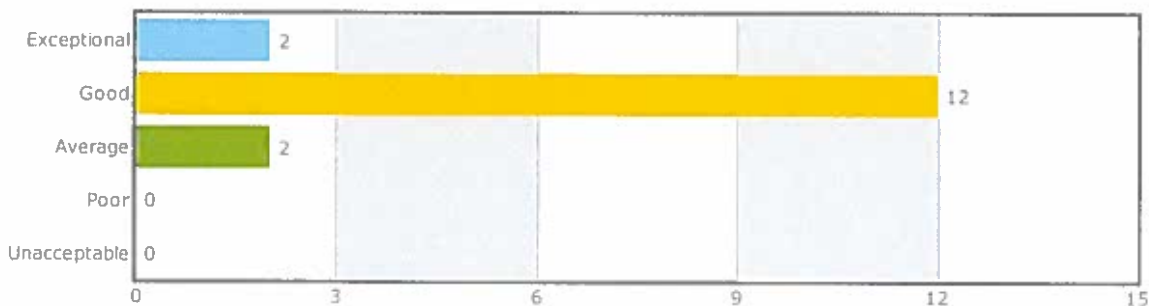
PM 2015

Course organization



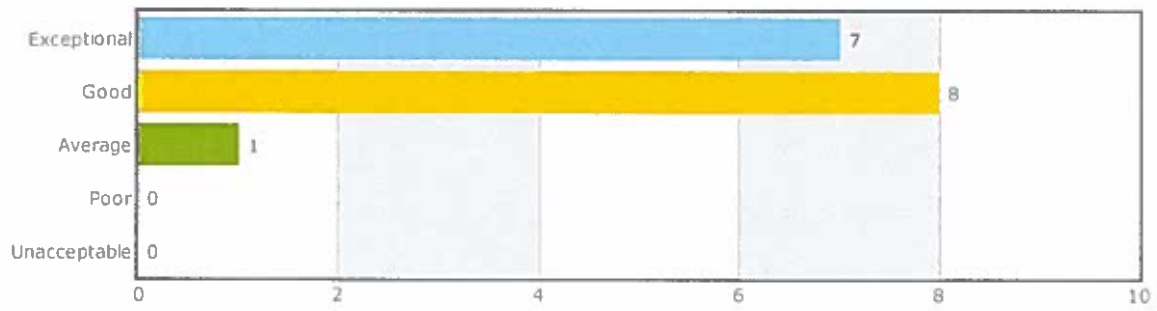
16 responses in 16 results

Presentation skills



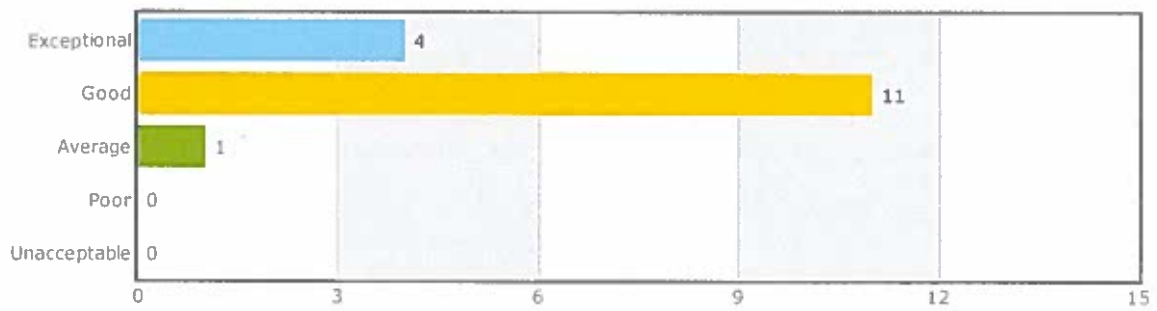
16 responses in 16 results

Subject expertise



16 responses in 16 results

Accessibility and helpfulness



16 responses in 16 results

PM 263: Lecturer: Moon - General Comments

Presentation skills was delivered slowly. Overall, the subject was well-delivered.

Good subject Mastery

Very good!

Good and articulate in subject delivery

The lecturer knows a lot about the subject. However, most of the time he struggles to present the subject, maybe because of his low confidence with the language or due to other factors we don't know.

Dislikes when students ask many questions.

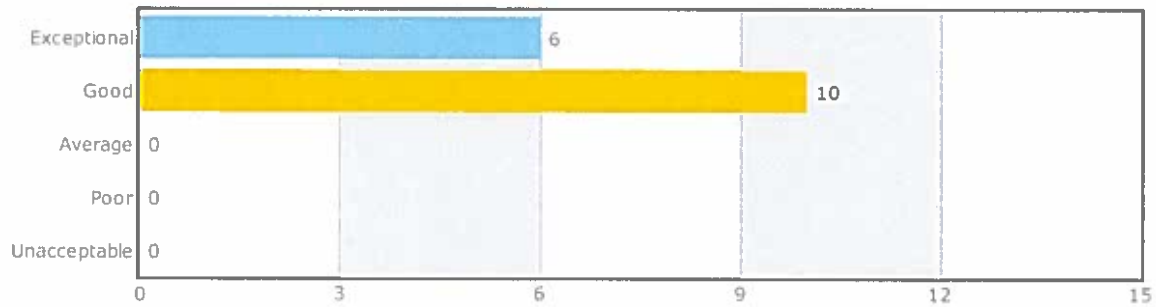
He ensures that students understand by putting in extra effort in explaining.

Nice lecturer

8 responses in 16 results

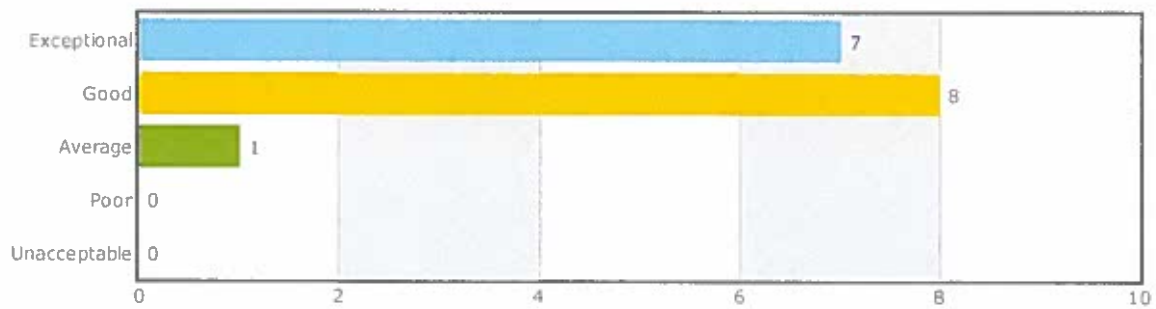
PM 263: Lecturer: Froholdt

Teaching methods



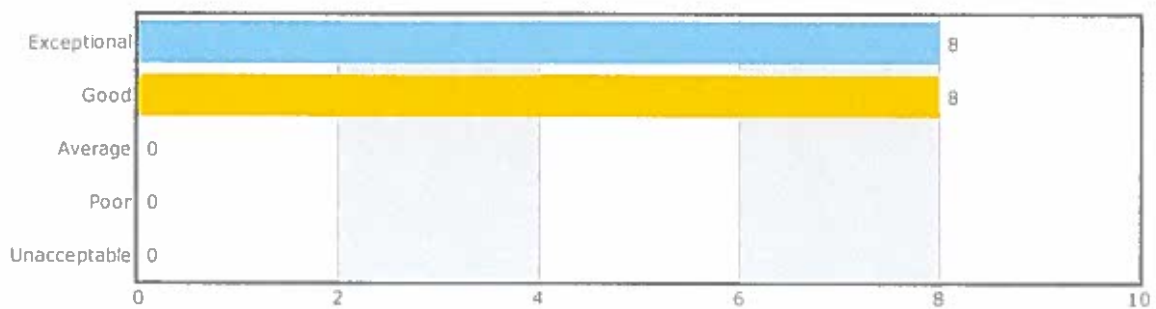
16 responses in 16 results

Course organization



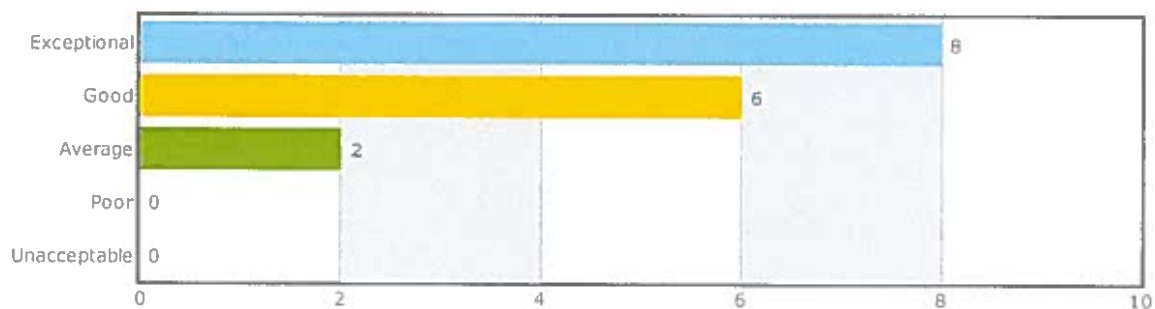
16 responses in 16 results

Presentation skills



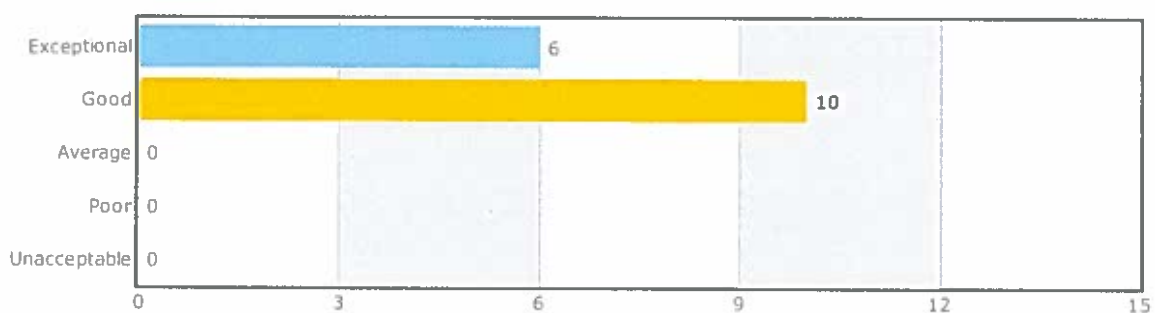
16 responses in 16 results

Subject expertise



16 responses in 16 results

Accessibility and helpfulness



16 responses in 16 results

PM 263: Lecturer: Froholdt - General Comments

Good Course Organisation

Brilliant!

Practical examples well delivered.

Excellent lecturer, she really knew how to drag students' attention. Well organized and she always presented the topics in a very comprehensive and easy way.

Very good.

Good lecturer

6 responses in 16 results

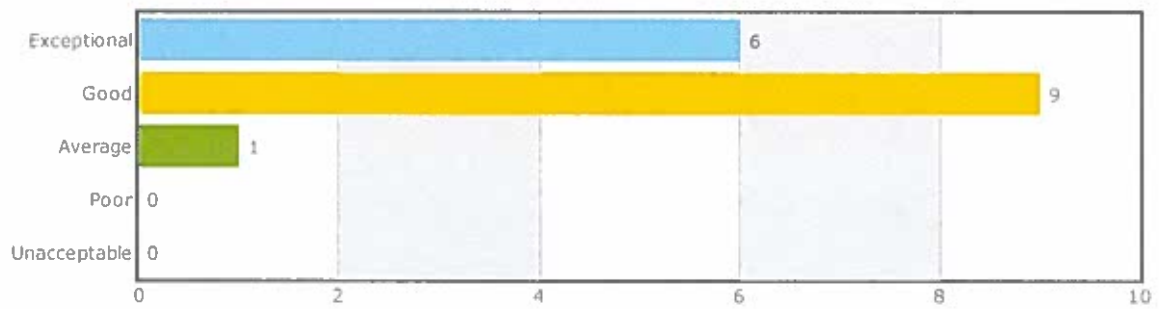
PM 263: Lecturer: Ölcer

Teaching methods



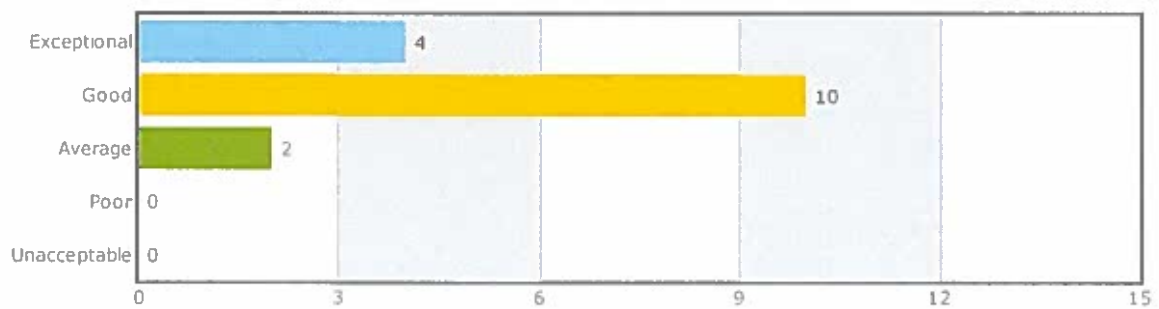
16 responses in 16 results

Course organization



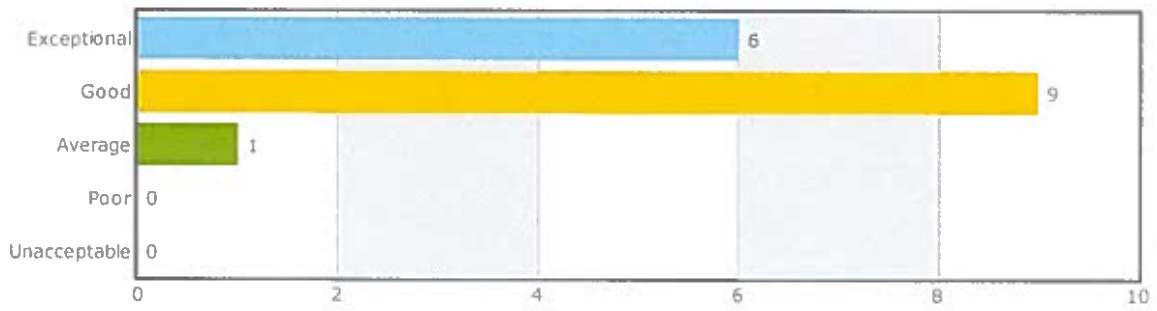
16 responses in 16 results

Presentation skills



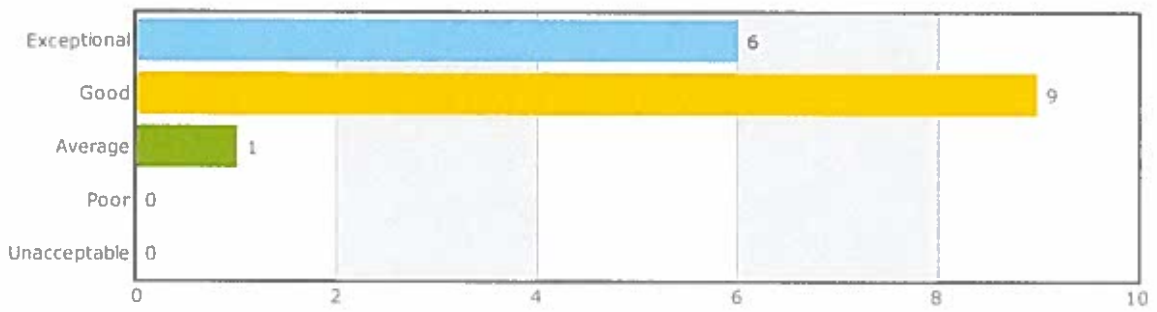
16 responses in 16 results

Subject expertise



16 responses in 16 results

Accessibility and helpfulness



16 responses in 16 results

PM 263: Lecturer: Ölcer - General Comments

Great SUBJECT EXPERTISE

No comment.

N/A

Excellent professor, well organized and he always open to answer any question. He showed a high knowledge of the subject.

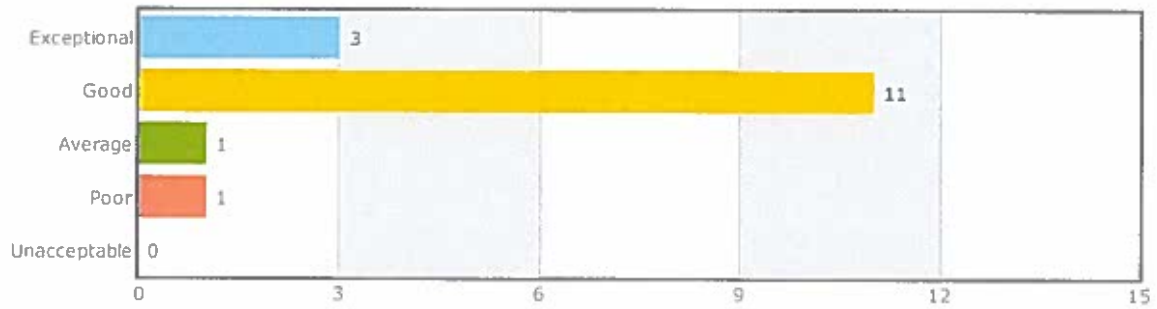
Very good.

Good lecturer

6 responses in 16 results

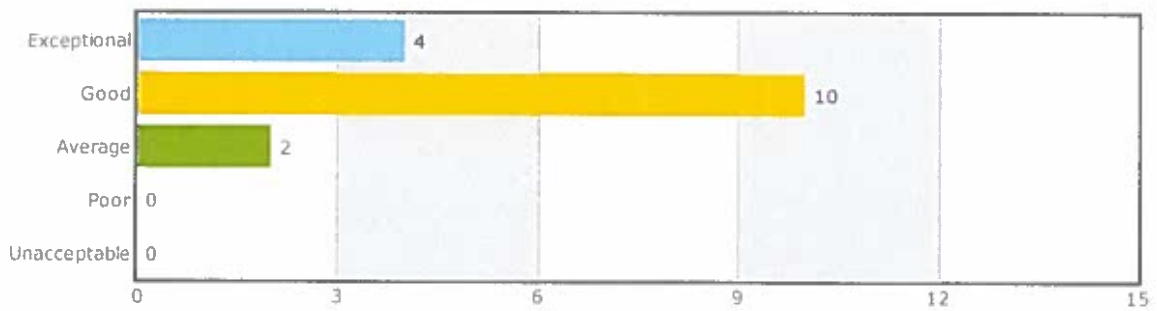
PM 263: Lecturer: Theocharidis

Teaching methods



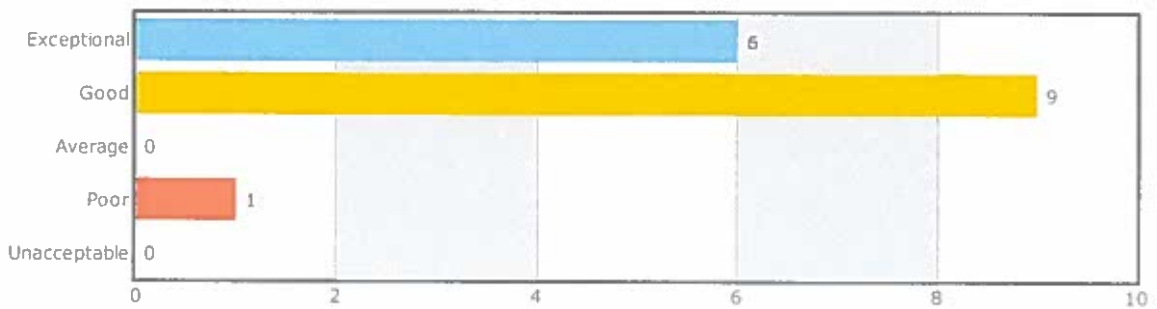
16 responses in 16 results

Course organization



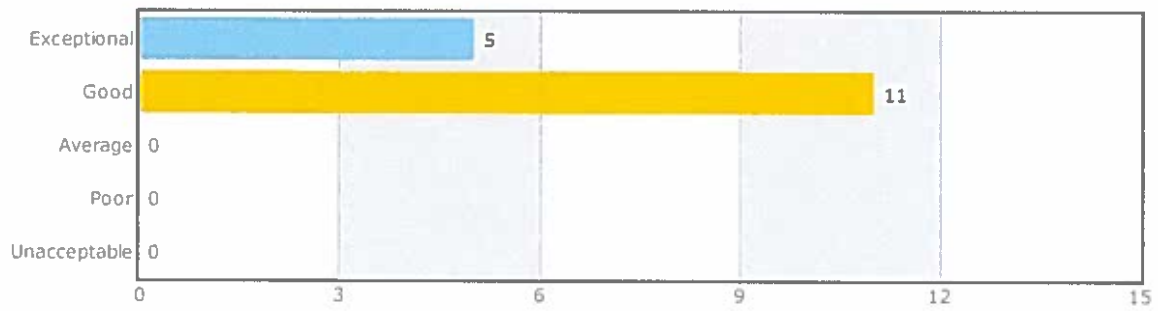
16 responses in 16 results

Presentation skills



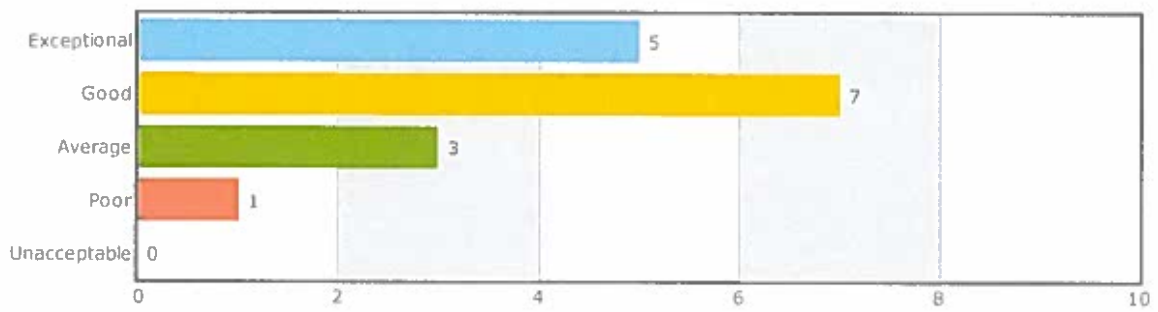
16 responses in 16 results

Subject expertise



16 responses in 16 results

Accessibility and helpfulness



16 responses in 16 results

PM 263: Lecturer: Theocharidis - General Comments

The lecturer was too fast and it was not easy to get the point of the way he taught. The students were not given the freedom to raise the questions during the presentation. I found this lecturer was not really interesting,

Great knowledge of subject matter

Teaching style does not promote healthy discussion and interaction with students. Students are not allowed to talk or raise questions. Monotonous.

No comment.

Subject well delivered

Good lecturer, the time was not enough for me to have a better opinion about him. However his lectures were well-organized and he showed a high subject expertise.

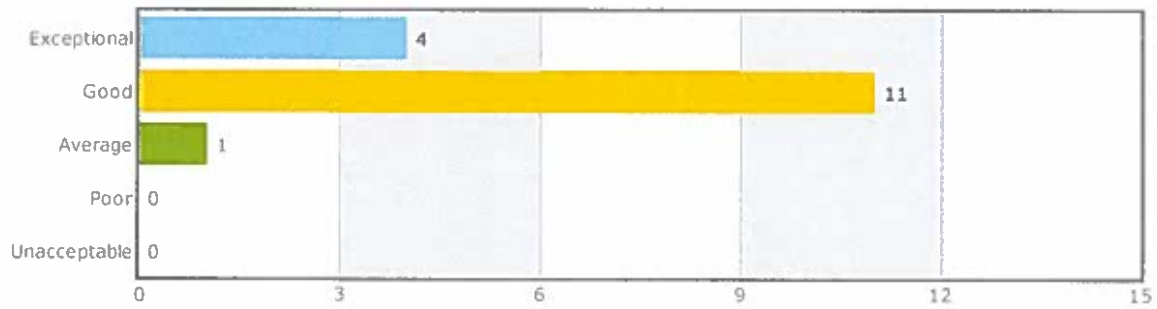
Good

Nice lecturer

8 responses in 16 results

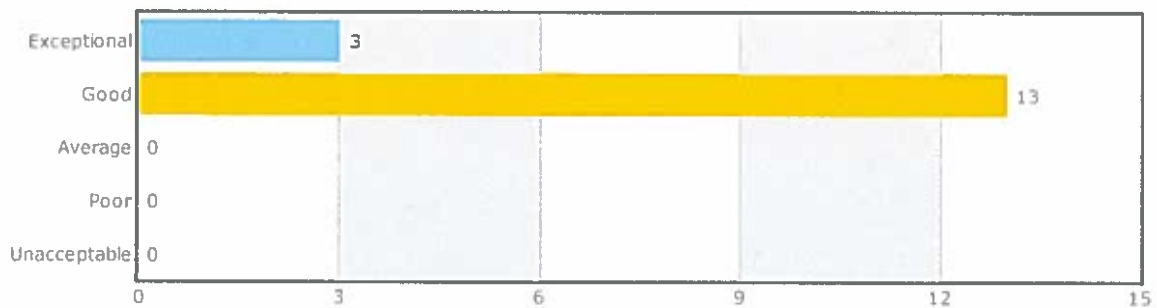
PM 263: Lecturer: Various Speakers

Teaching methods



16 responses in 16 results

Course organization



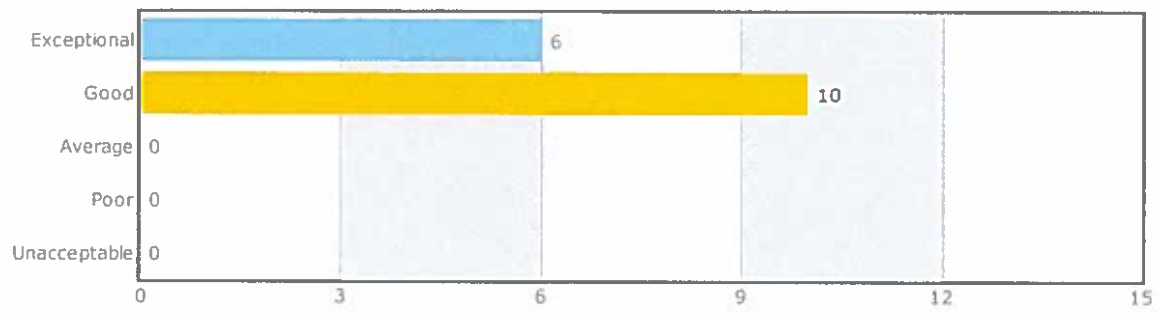
16 responses in 16 results

Presentation skills



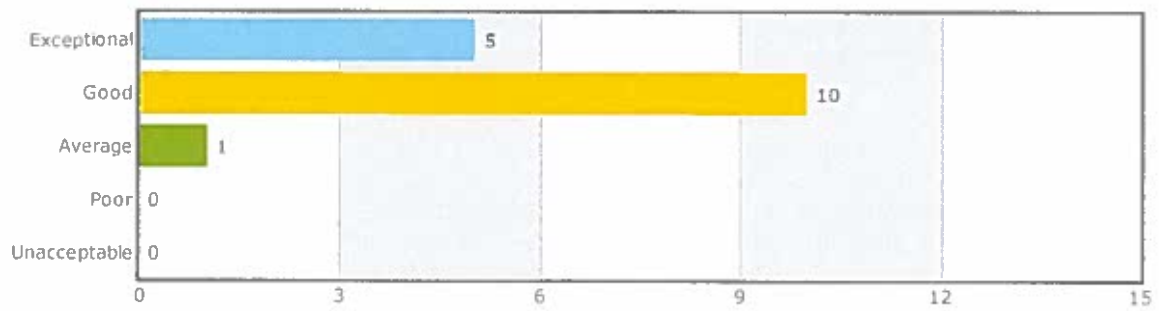
16 responses in 16 results

Subject expertise



16 responses in 16 results

Accessibility and helpfulness



16 responses in 16 results

PM 263: Lecturer: Various Speakers - General Comments

All great speakers and presentation skills

Good.

Very well coordinated and articulate in their areas of specialisation

In general, all the lecturers develop their presentations in a well-organized way, clearly and answered most of the students' questions.

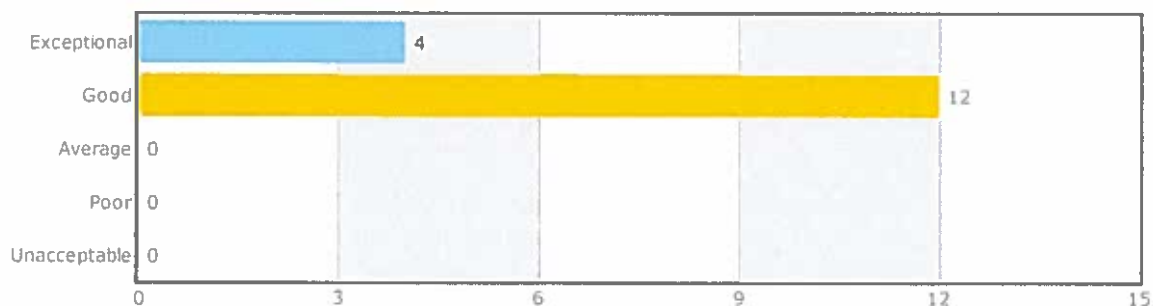
Very good.

So far so clear

6 responses in 16 results

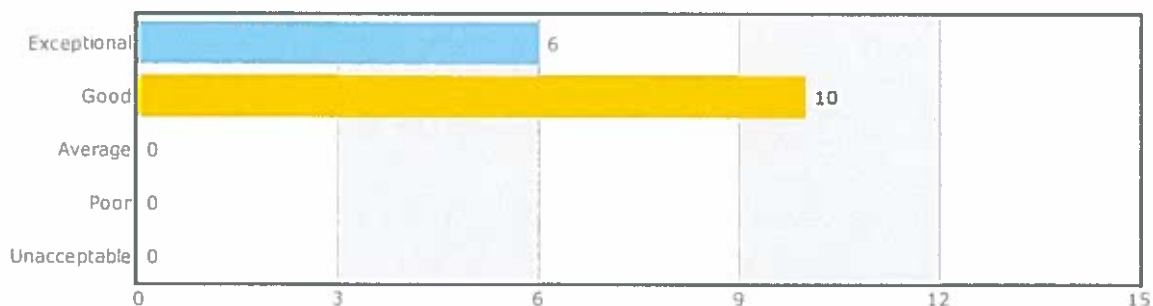
PM 263: Overall rating of subject

Organization of subject



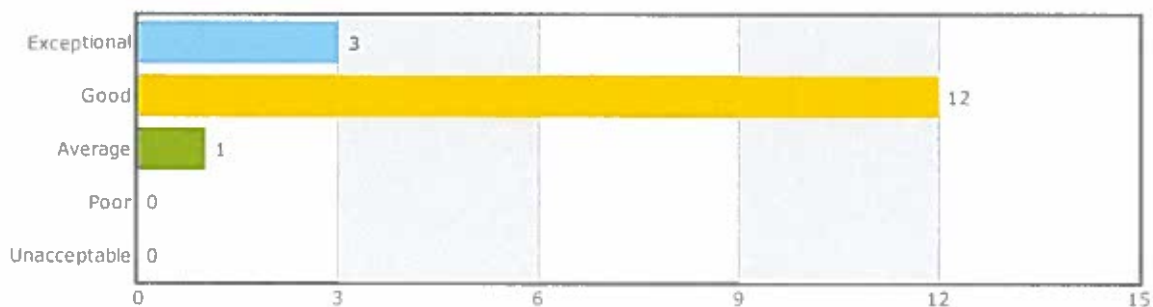
16 responses in 16 results

Contemporary relevance of content



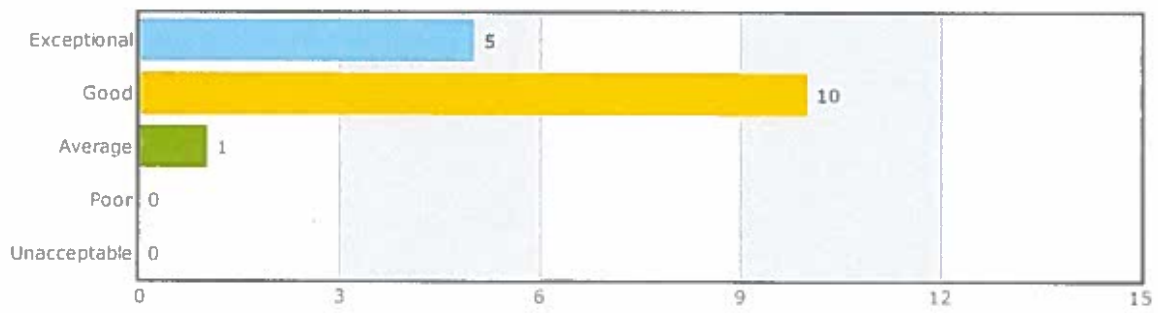
16 responses in 16 results

Handouts/textbooks



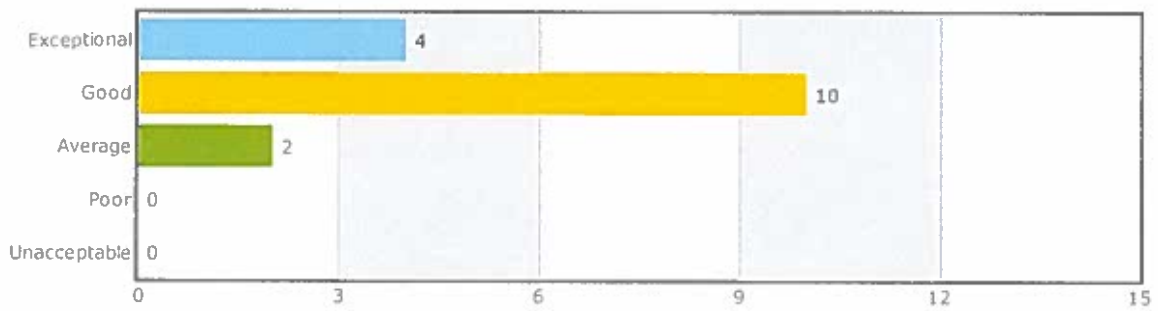
16 responses in 16 results

Availability of reference material



16 responses in 16 results

Nature of assessment



16 responses in 16 results

PM 263: Subject - General Comments

Great

Good introduction to specialization subjects!

It was an eye opener.. getting practical information from relevant professionals

In general, the outcome was positive, it covered the topics I wanted to learn about and the speakers showed a high knowledge of the topics presented.

Subject is very relevant and more time should be allocated. Material and lectures were too much for such short period.

Educative.

too many visiting professors were involved in this course. it means that this course seems to be a weak point of PM and SML and it should be improved in the future

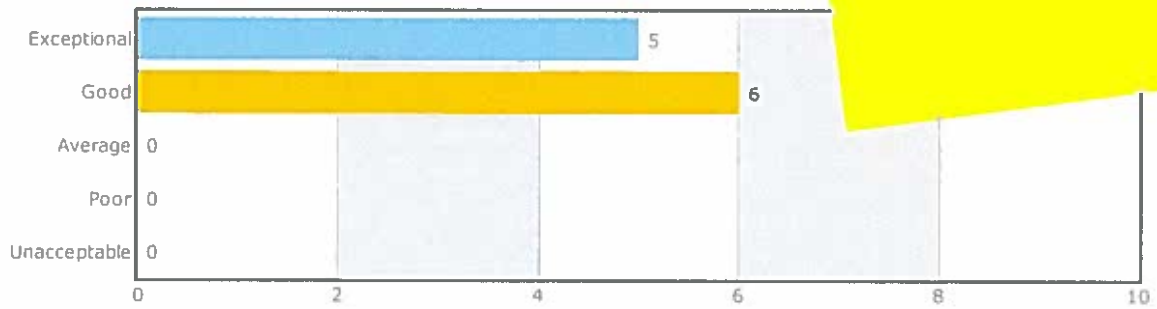
More places to visit would be better for the seminar

8 responses in 16 results

MEOL 205: Lecturer: Froholdt

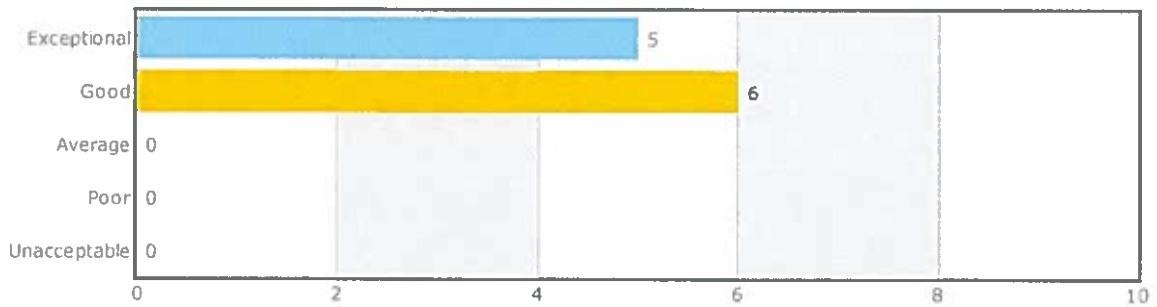
MEOL 2015

Teaching methods



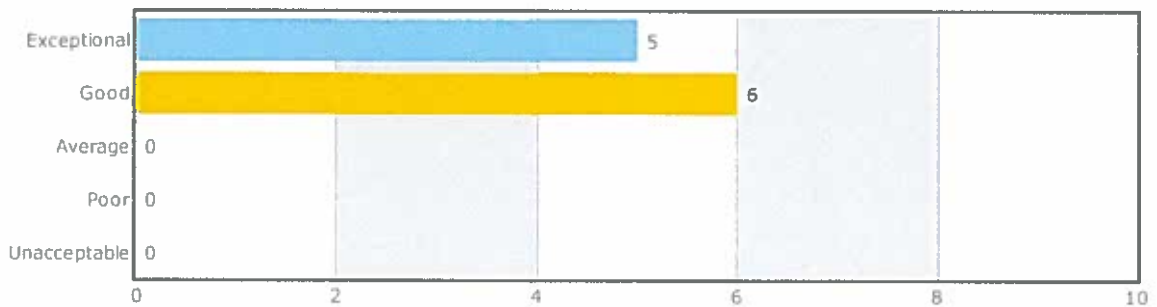
11 responses in 11 results

Course organization



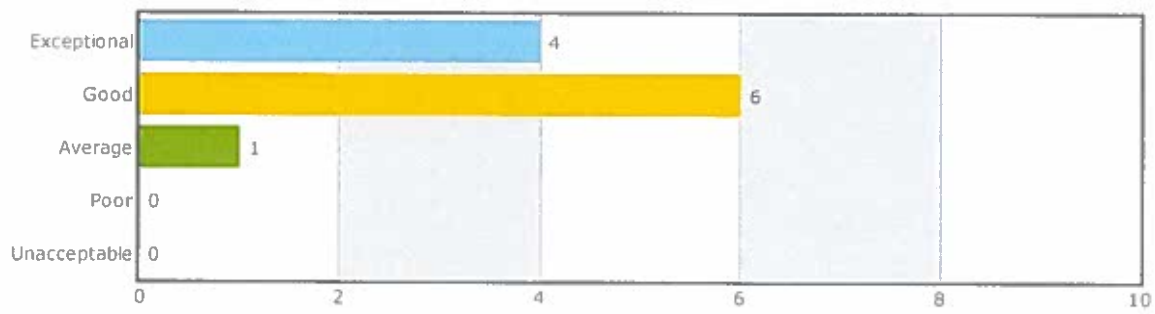
11 responses in 11 results

Presentation skills



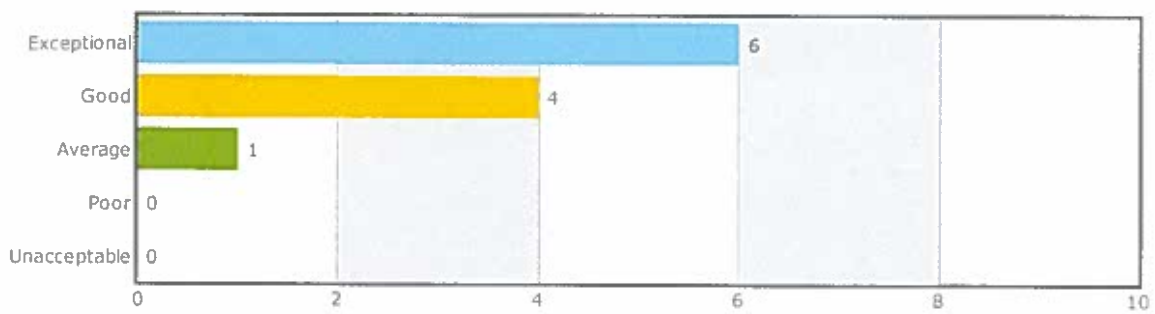
11 responses in 11 results

Subject expertise



11 responses in 11 results

Accessibility and helpfulness



11 responses in 11 results

MEOL 205: Lecturer: Frøholdt - General Comments

Excellent professor with very good explanations.

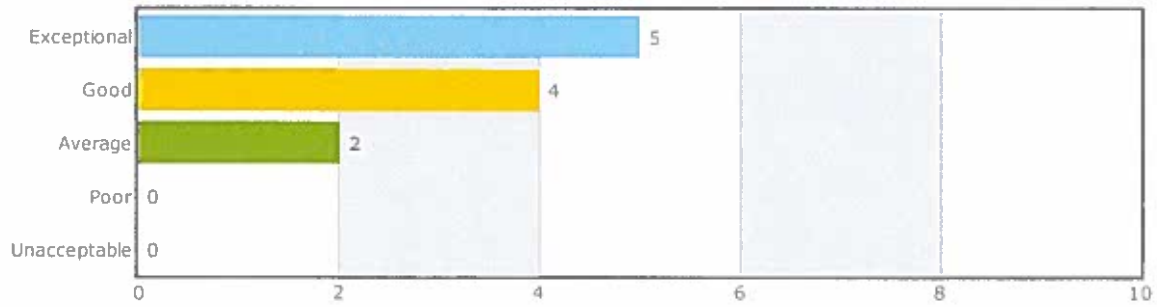
N/A

Avery helpful and accessible professor.

3 responses in 11 results

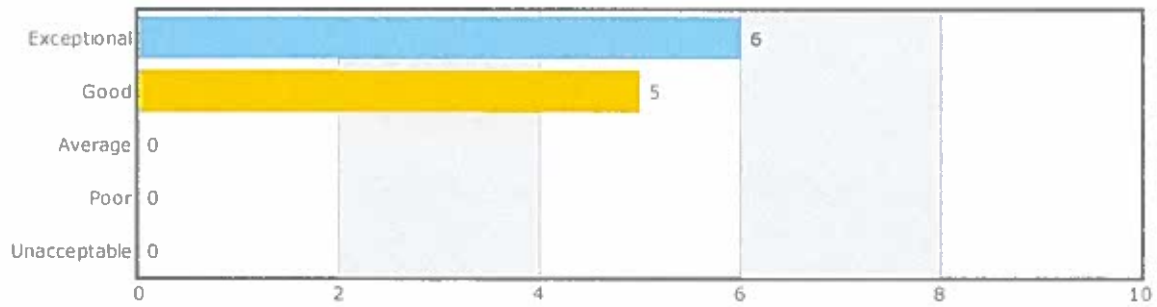
MEOL 205: Lecturer: Theocharidis

Teaching methods



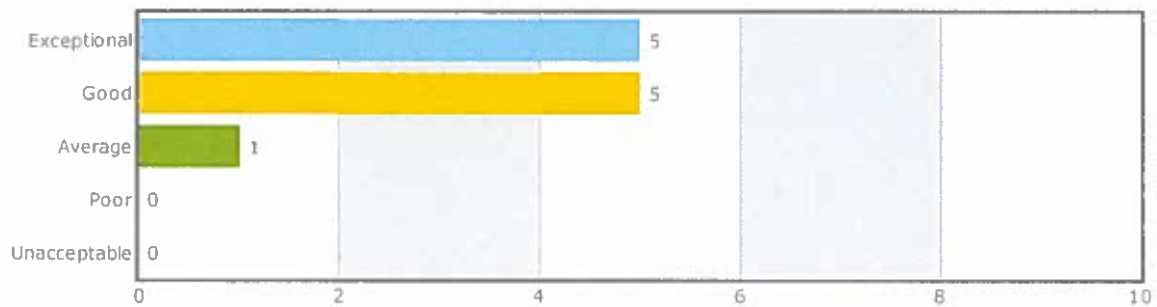
11 responses in 11 results

Course organization



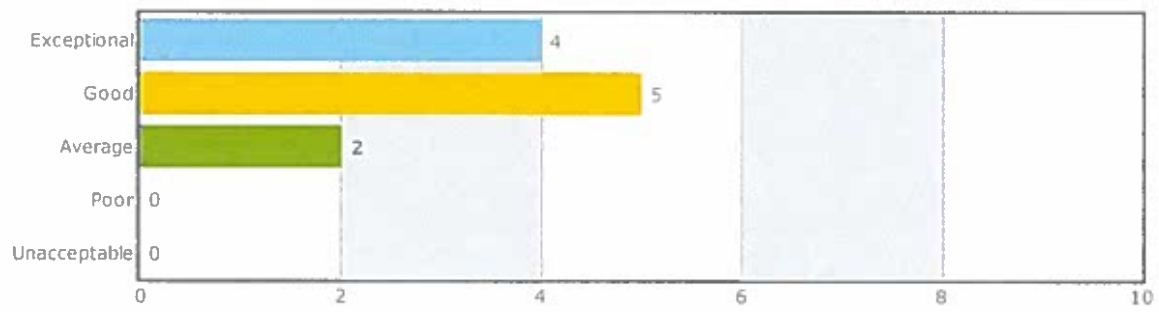
11 responses in 11 results

Presentation skills



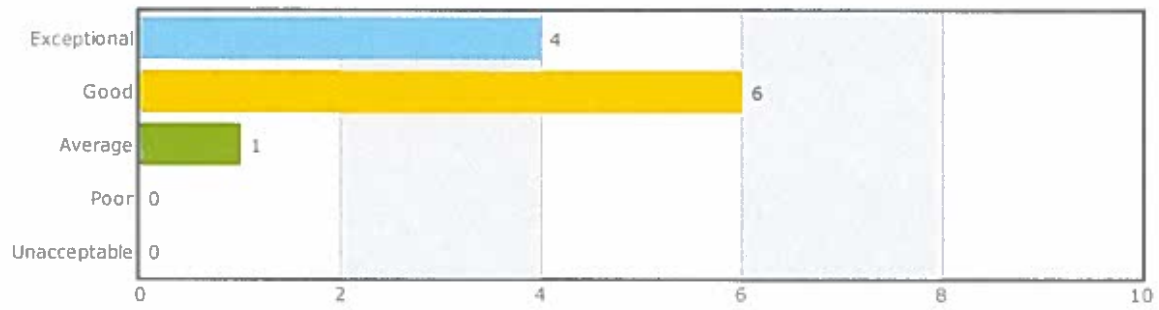
11 responses in 11 results

Subject expertise



11 responses in 11 results

Accessibility and helpfulness



11 responses in 11 results

MEOL 205: Lecturer: Theocharidis - General Comments

Sometimes this lecturer didn't answer the questions properly.

N/A

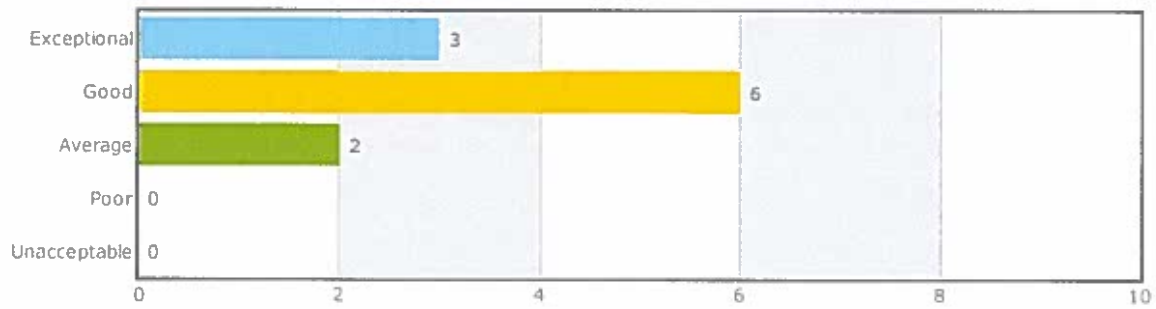
Next time his lecture should be shared in the students'portal

Very good

4 responses in 11 results

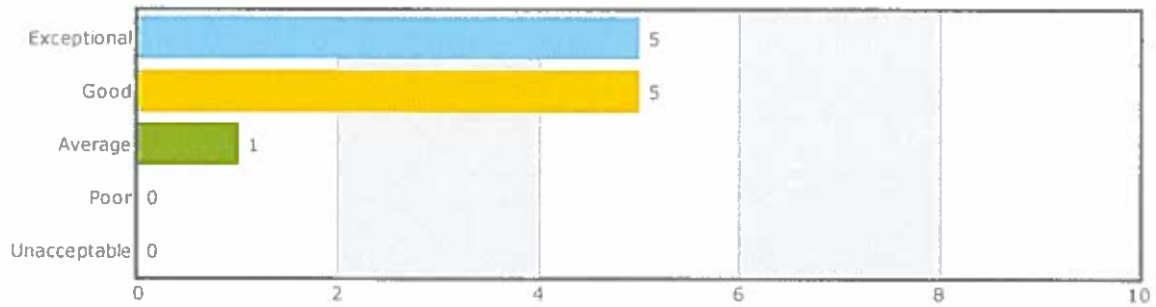
MEOL 205: Lecturer: Lindén

Teaching methods



11 responses in 11 results

Course organization



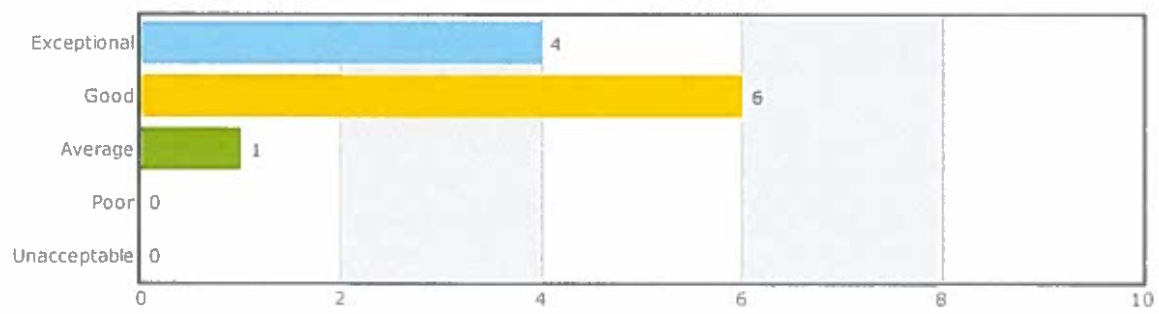
11 responses in 11 results

Presentation skills



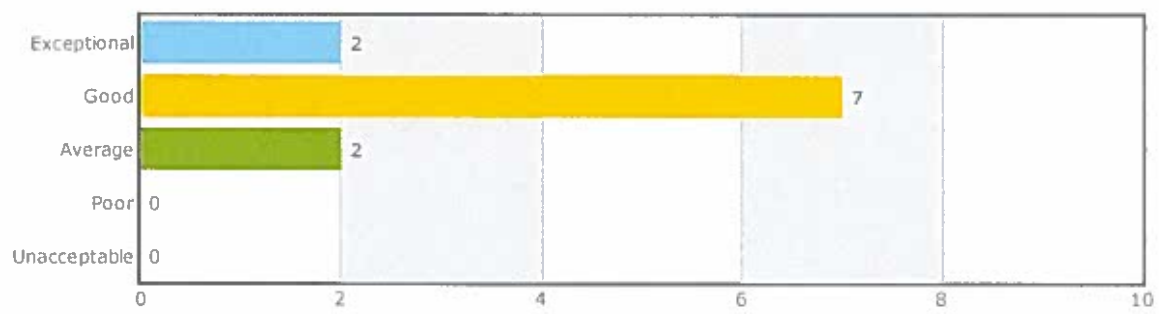
11 responses in 11 results

Subject expertise



11 responses in 11 results

Accessibility and helpfulness



11 responses in 11 results

MEOL 205: Lecturer: Lindén - General Comments

Good professor but sometimes his lectures can be a little bit boring because he use the same level of voice.

No opinion about this lecturer. Average grade stands for the missing N/A option

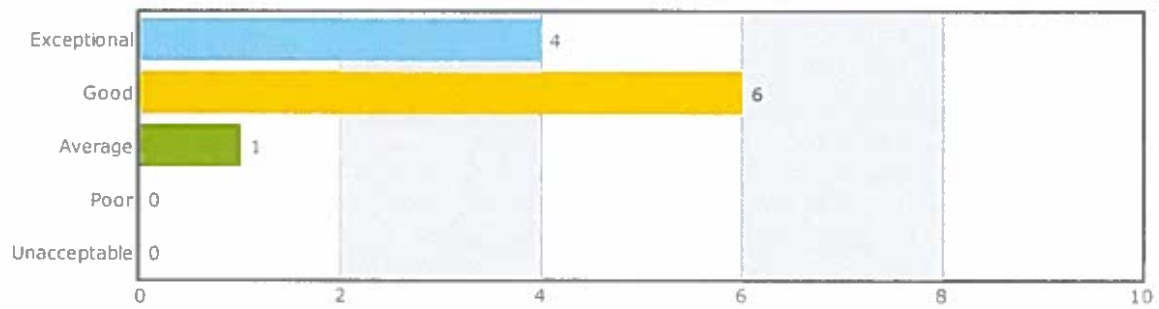
N/A

No comment

4 responses in 11 results

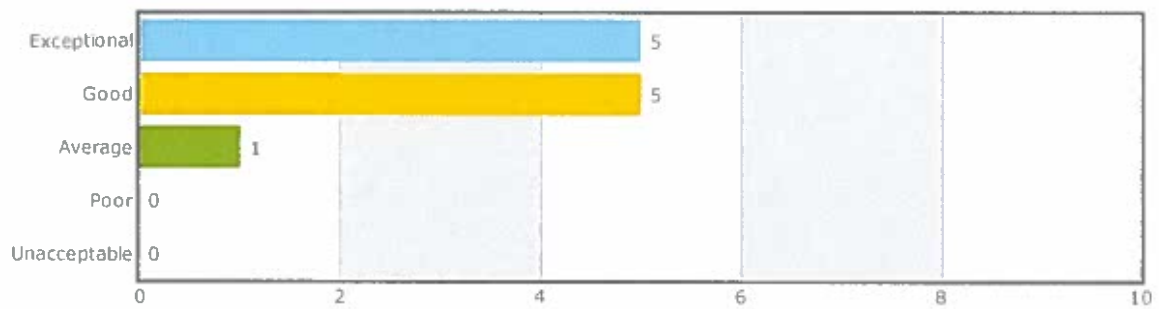
MEOL 205: Lecturer: Warris

Teaching methods



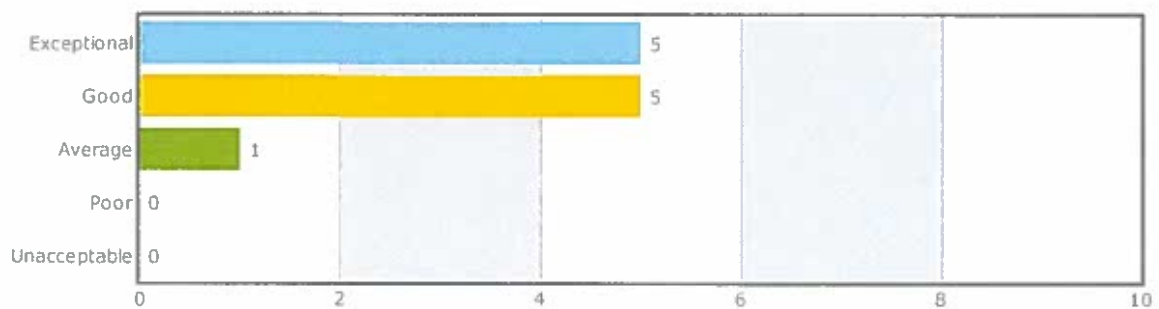
11 responses in 11 results

Course organization



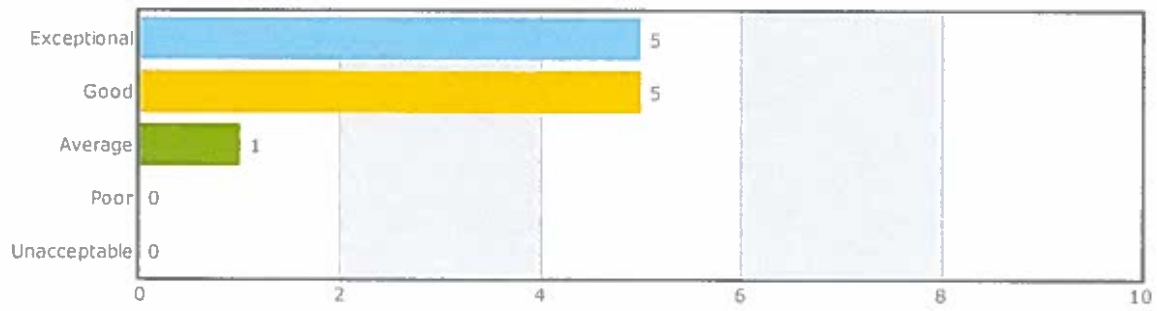
11 responses in 11 results

Presentation skills



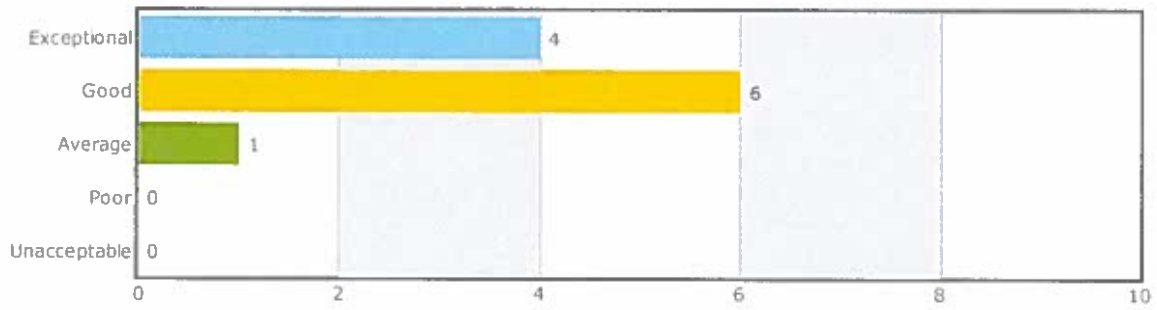
11 responses in 11 results

Subject expertise



11 responses in 11 results

Accessibility and helpfulness



11 responses in 11 results

MEOL 205: Lecturer: Warris

She was not part of this subject please pay attention making this evaluation

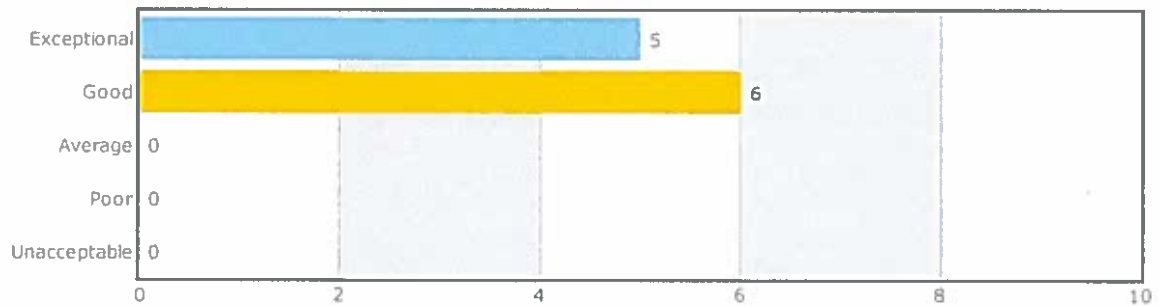
No opinion about this lecturer. Average grade stands for the missing N/A option

N/A

3 responses in 11 results

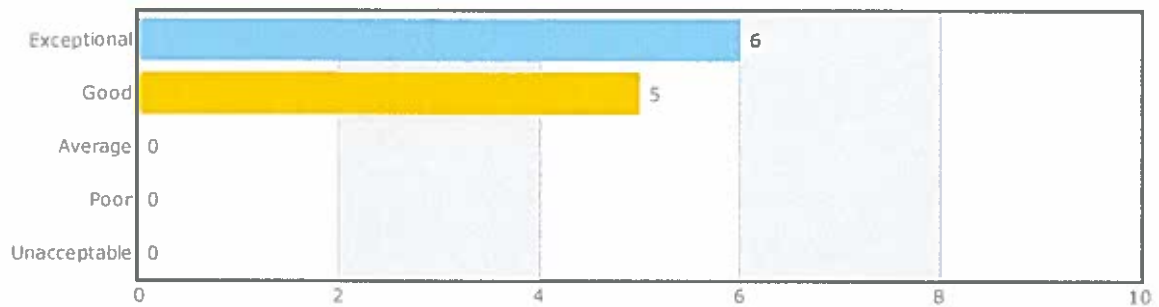
MEOL 205: Overall rating of subject

Organization of subject



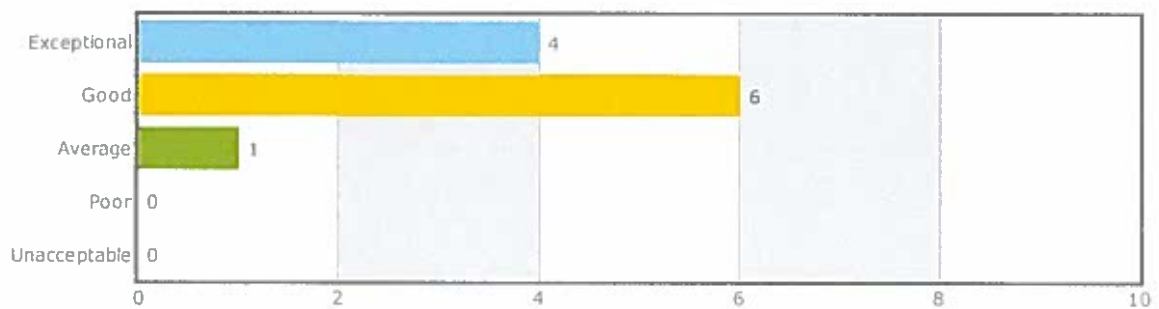
11 responses in 11 results

Contemporary relevance of content



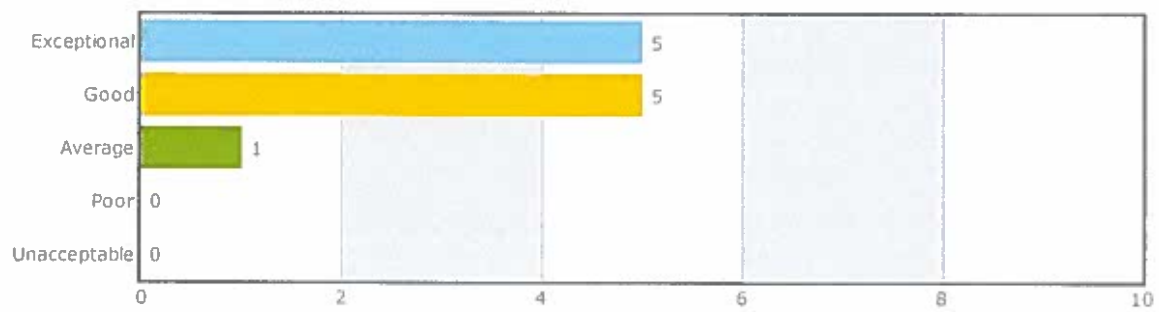
11 responses in 11 results

Handouts/textbooks



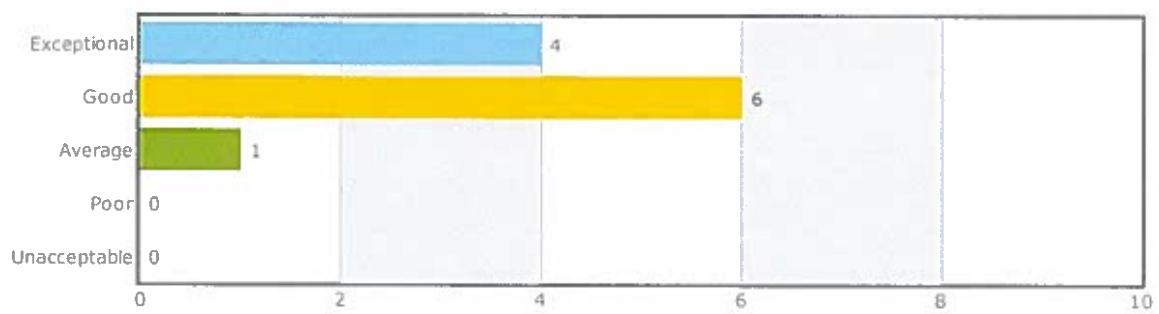
11 responses in 11 results

Availability of reference material



11 responses in 11 results

Nature of assessment



11 responses in 11 results

MEOL 205: Subject - General Comments

N/A

I enjoyed the Strategic Management very much

2 responses in 11 results

MEOL 205: What did you like most about this subject?

The CSR topic

The financial aspect was good to have been included in the course I enjoyed it.

N/A

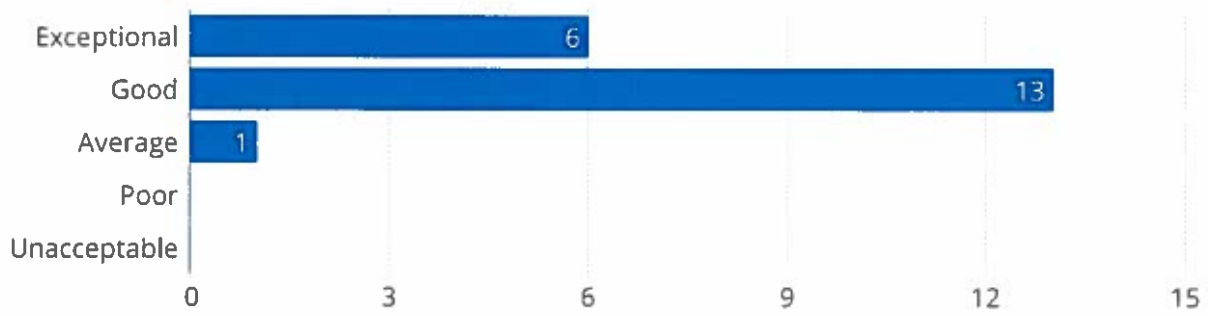
3 responses in 11 results

MEOL 205: What did you like least about this subject?

N/A

2 responses in 11 results

Accessibility and helpfulness



20 responses in 20 results



PM 263: Lecturer: Visvikis - General Comments

he is good in his subject

Good.

We appreciate the lectures of the visiting professor who gave us a very good knowledge on the shipping management subject.

Very positive and enthusiastic Professor imparting his knowledge and at the same time reinforcing with values, proper decorum, and professionalism.

Well defined and very detail.

Has a good knowledge about the subject.

acceptable

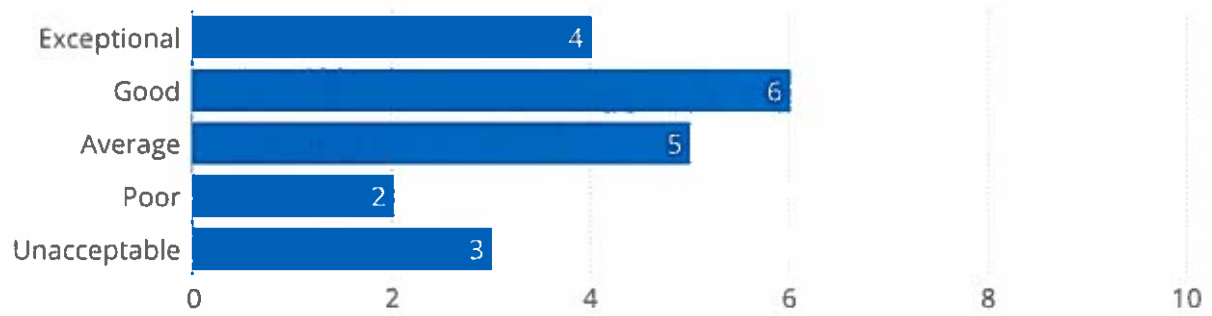
Flawless brilliant.

Excellent

9 responses in 20 results

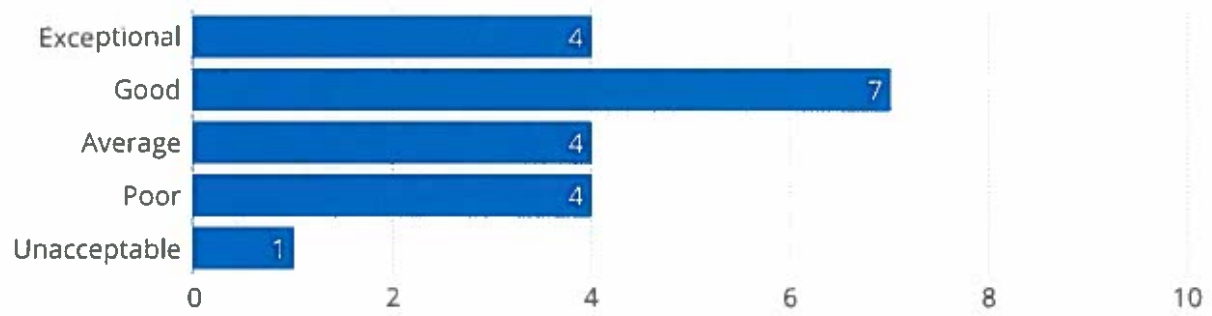
PM 263: Lecturer: Grewal

Teaching methods



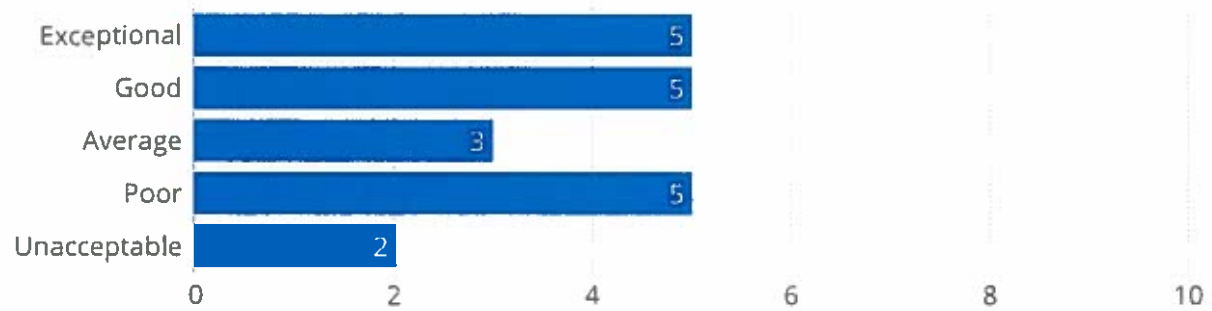
20 responses in 20 results

Course organization



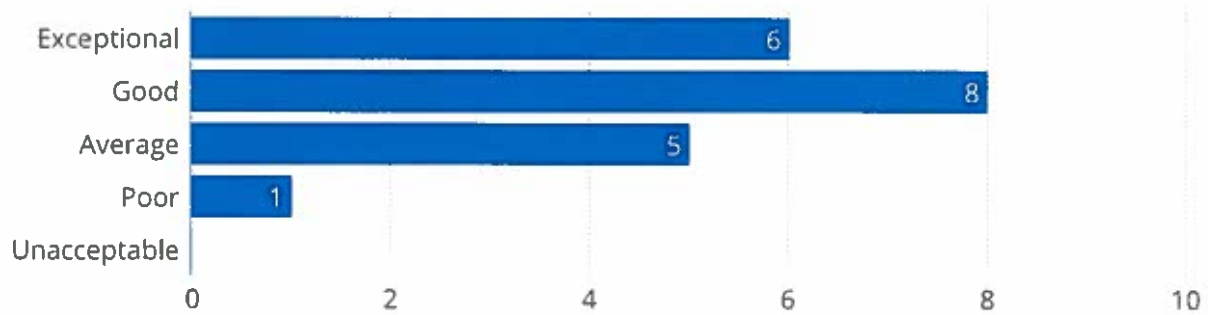
20 responses in 20 results

Presentation skills



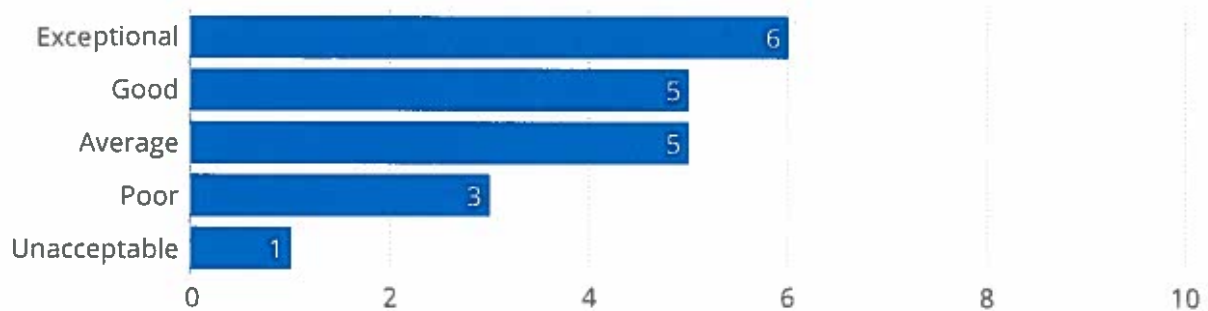
20 responses in 20 results

Subject expertise



20 responses in 20 results

Accessibility and helpfulness



20 responses in 20 results

PM 263: Lecturer: Grewal - General Comments

He is very bad in teaching, his voice is too low and his materials doesn't contain enough information for studying.

His voice is little bit low which often not clear to the students and also the materials provided with bullet point is not sufficient to understand the subject matter.

Prof. Grewal prohibited students from recording his lectures, moreover his not speak loud enough, and speak so fast. I think he should be more concern about the presentation skill which makes us easier to catch the ideas of his lectures

Cannot hear clearly his lectures.

The way the professor gave the lecture in class was poor. Lack of interaction with students. Only one direction of teaching. The handout materials are only printout of powerpoint slide with bullet points with no explanation or definition. It seems only the one who made those presentations that can understand the flow of slides and the meaning.

Has full knowledge and experience in his field of expertise. Has the limitation in imparting knowledge by providing electronic notes and materials including the recording of the lecture.

The outline is not attractive at all and lack of information. If we can't use electronics in class, it is totally I have no idea about what he want us to know.

Well defined and very detail.

Need more lively presentation. Too boring.

non cooperated

- slides not loaded to the portal

- refused to allow the students to record the lectures

both previous 2 items was not allowed because the professor said it is against his religion.

Religions is not a subject for discussion in WMU.

slides printed to students contain very few information and does not lead the way.

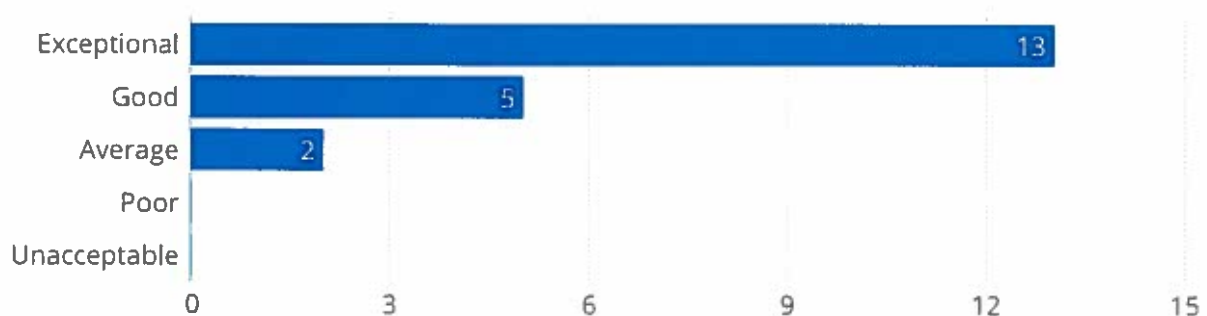
The Professor says who exactly he is an expert in the field of Ports any relevant questions thrown at him has always the answer and in a convincing and enlightening manner. The only downside however is the teaching tools especially the electronically sharing of the power point presentation file which is according to him against to his religious beliefs. Although we understand but when we came here, our mindset is being equal and with the same understanding for the common good to learn and help each other regardless of race, color, culture, beliefs and religion.

Excellent Lecturer

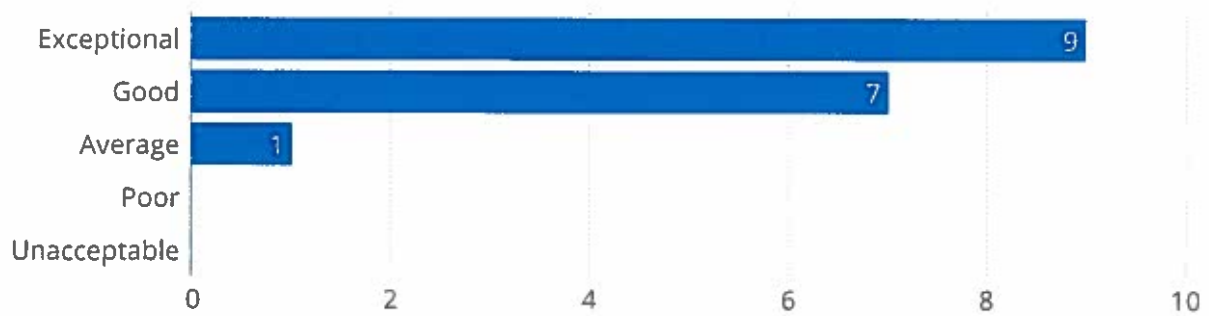
12 responses in 20 results

PM 263: Lecturer: Willingdale

Teaching methods



Accessibility and helpfulness



17 responses in 17 results

SM 256: Lecturer: Blum - General Comments

Good

He is the best visiting lecturer I've ever met!

Very good professor.

the most brilliant professor i have ever met in WMU.

Expert in this subject and deliver their experience and knowledge in class.

He knows his stuff

knowledgeable professor with experience

A great lecturer

Excellent

Professional, exceptional delivery and mastery of the subject. Very important discussions of industry issues and ship brokerage aspects

He is excellent and experienced on the subject

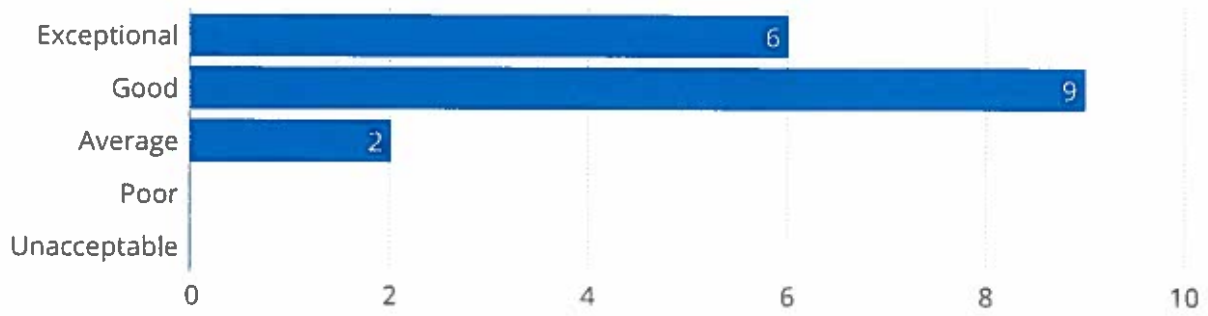
Impressive!

Started off very well but went off track in between. Otherwise very professionally delivered lectures

13 responses in 17 results

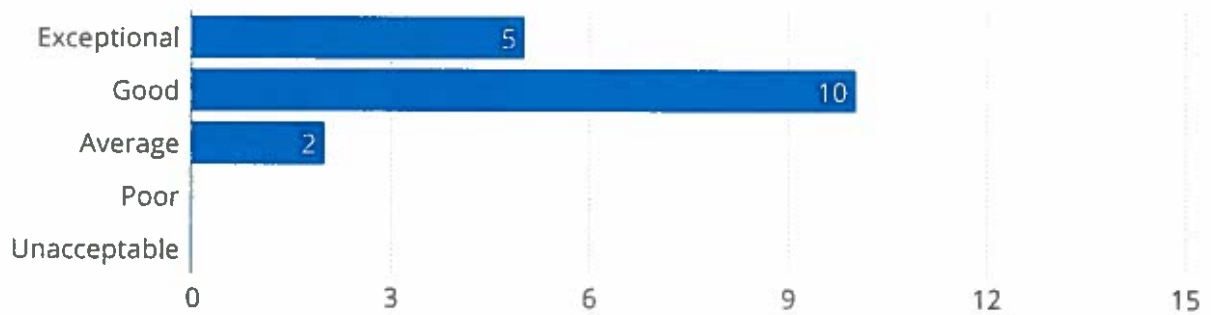
SM 256: Lecturer: Theocharides

Teaching methods



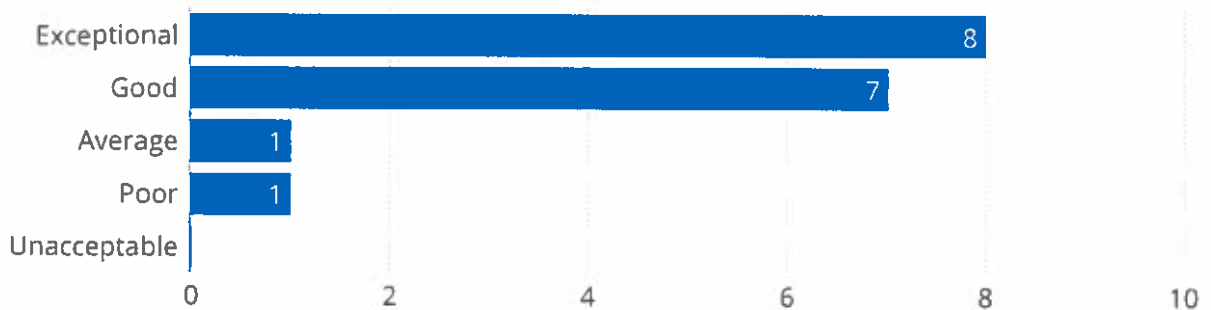
17 responses in 17 results

Course organization



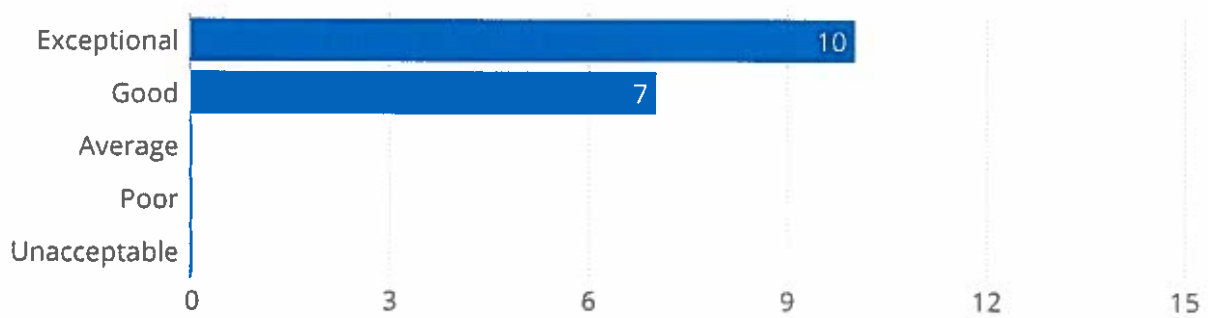
17 responses in 17 results

Presentation skills



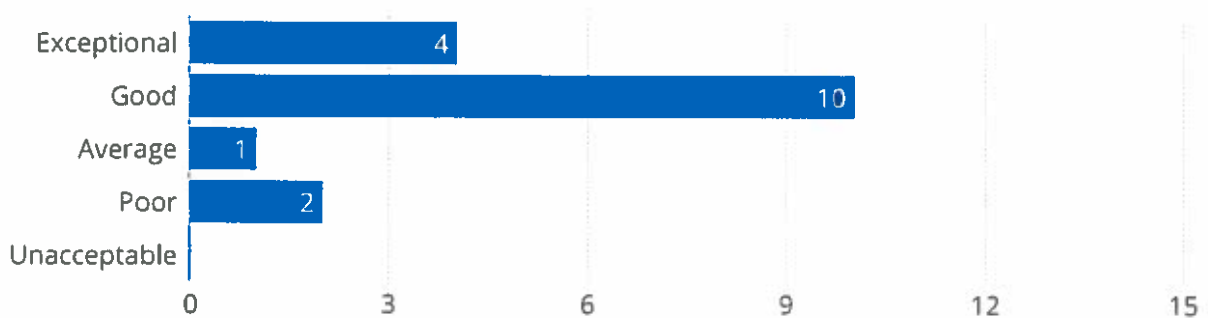
17 responses in 17 results

Subject expertise



17 responses in 17 results

Accessibility and helpfulness



17 responses in 17 results

SM 256: Lecturer: Theocharides - General Comments

Good

he even did not share with SML student his ppt. and his law background knowledge is not so related to this course.

Expert in this subject and deliver their experience and knowledge in class.

Exceptional instructor

he has strong opinion and i believe when you are professor u need to hear and discuss.

Great lecturer

-

Missing course elements for Law due to mixing up of the class with MLP specialization who had learn some prior topics minus SML.

I really like the way he teaches, we really understand what he explains and he keeps us awake

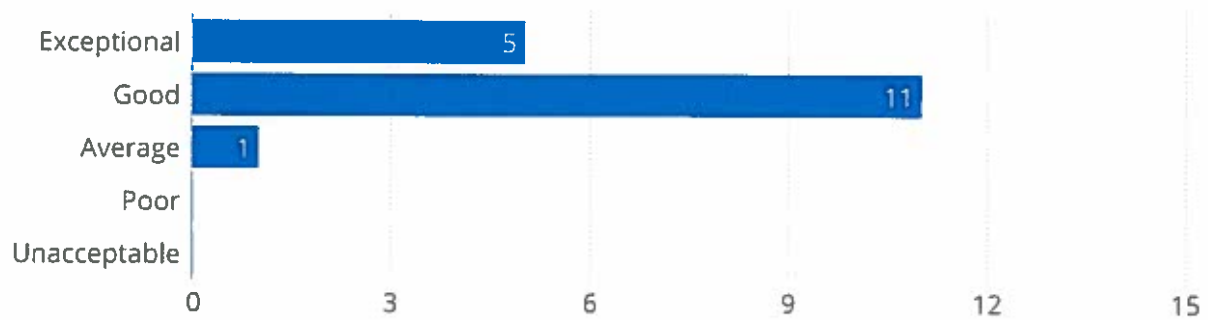
Great explanation on the topic

Good

11 responses in 17 results

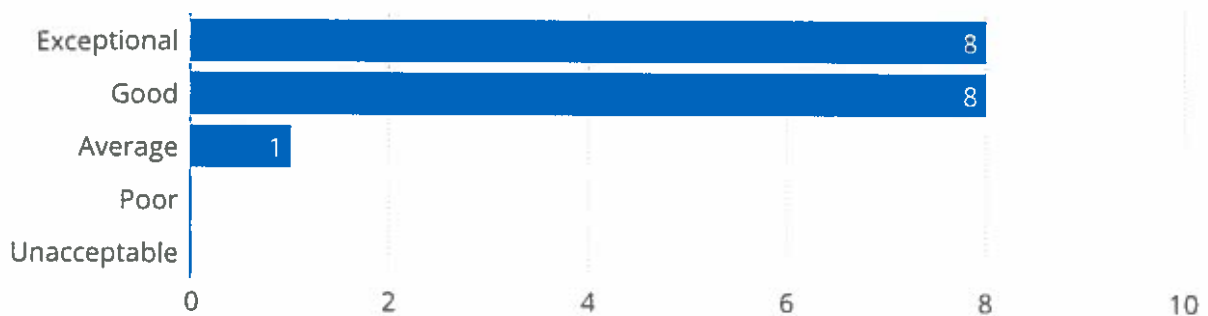
SM 256: Lecturer: Hillenius

Teaching methods



17 responses in 17 results

Course organization



17 responses in 17 results

Presentation skills

MEOL 205: Lecturer: Manuel - General Comments

Very informative and inspiring. Gives the curriculum an added value by sharing personal experiences and other useful life lessons. Excellent at making a student reflect on what they do, and always encourages critical thinking.

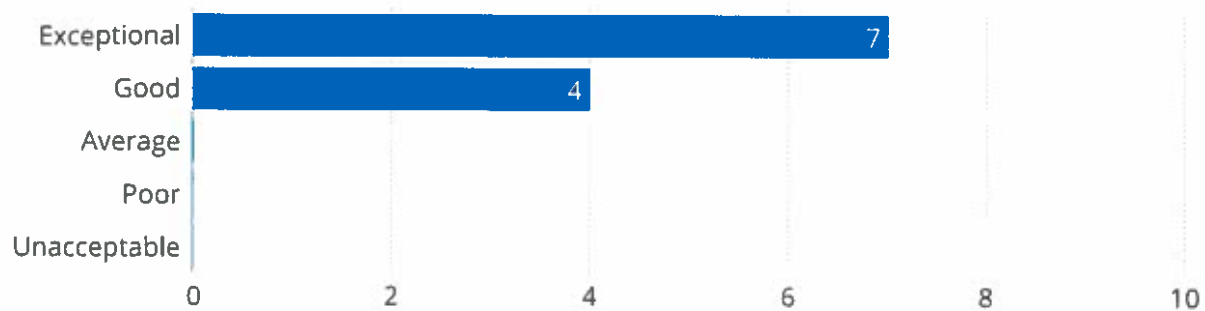
A very exceptional professor. I learned a lot from him.

2 responses in 11 results



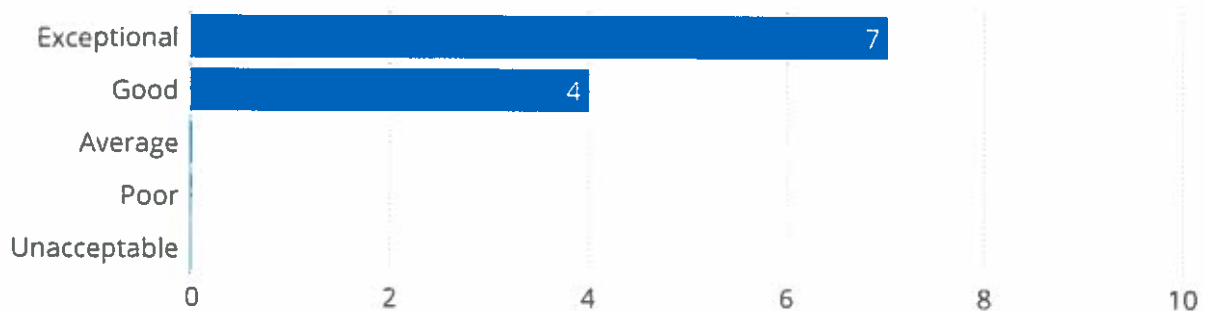
MEOL 205: Lecturer: Froholdt

Teaching methods



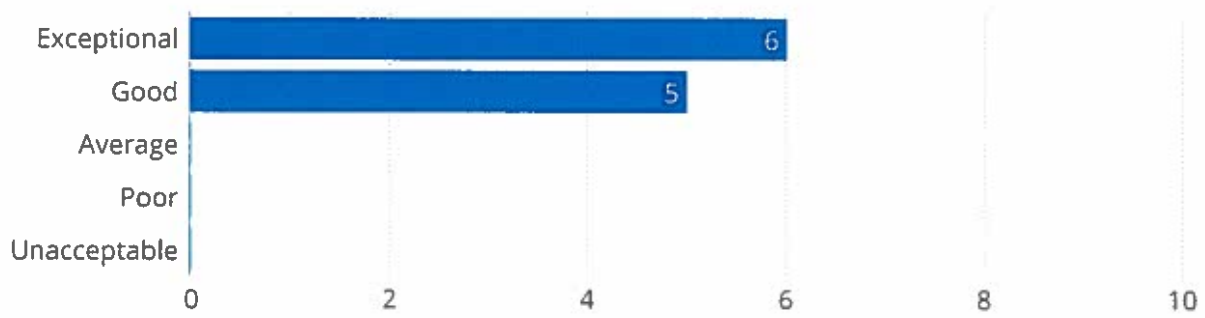
11 responses in 11 results

Course organization



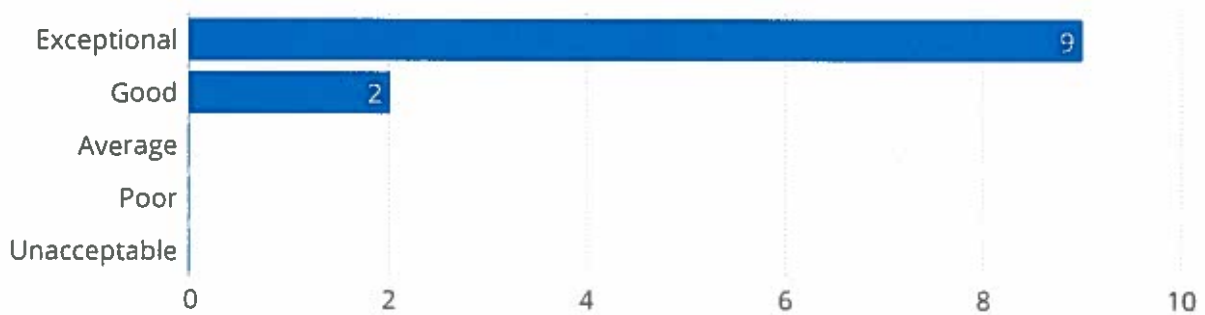
11 responses in 11 results

Presentation skills



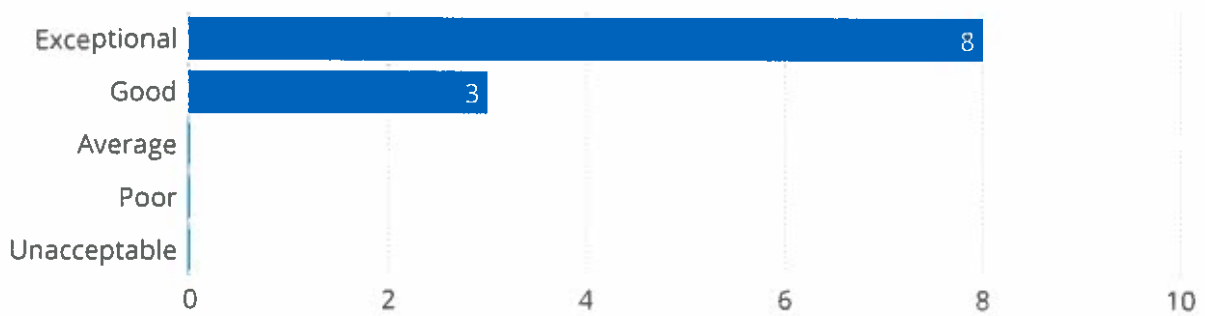
11 responses in 11 results

Subject expertise



11 responses in 11 results

Accessibility and helpfulness



11 responses in 11 results

MEOL 205 : Lecturer: Froholdt - General Comments

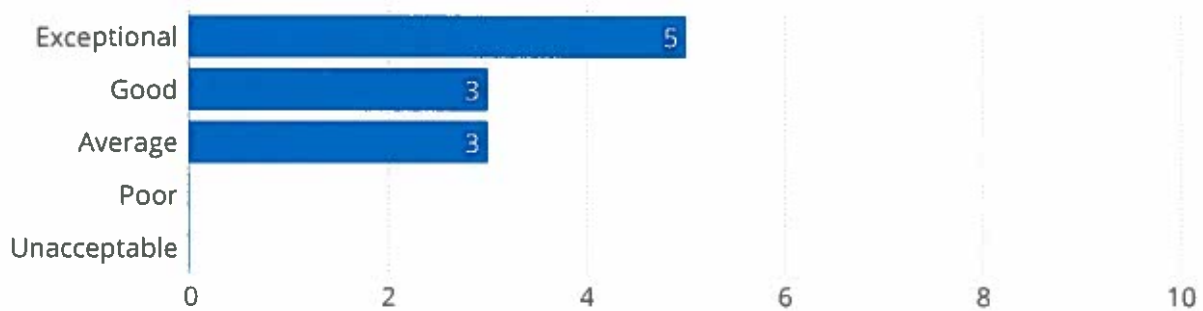
She makes the most boring subjects a lot more interesting. Very encouraging and very good at using different modes of learning facilitation.

An expert in CSR. I learned a lot from her.

2 responses in 11 results

MEOL 205: Lecturer: Bellefontaine

Teaching methods



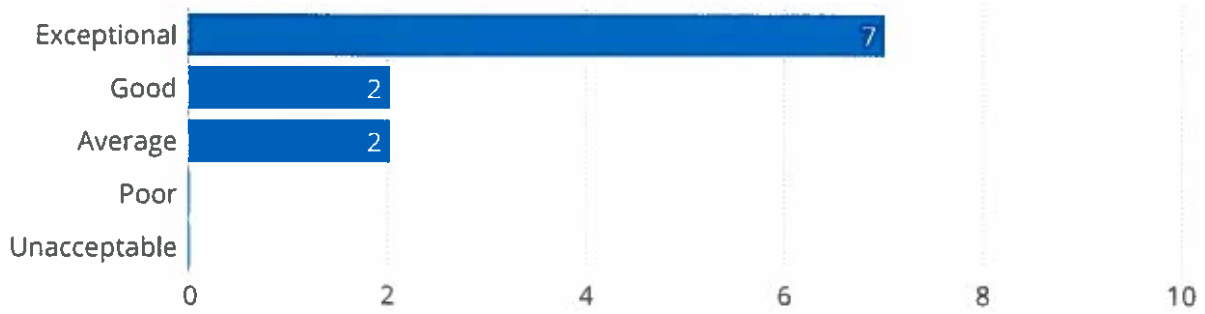
11 responses in 11 results

Course organization



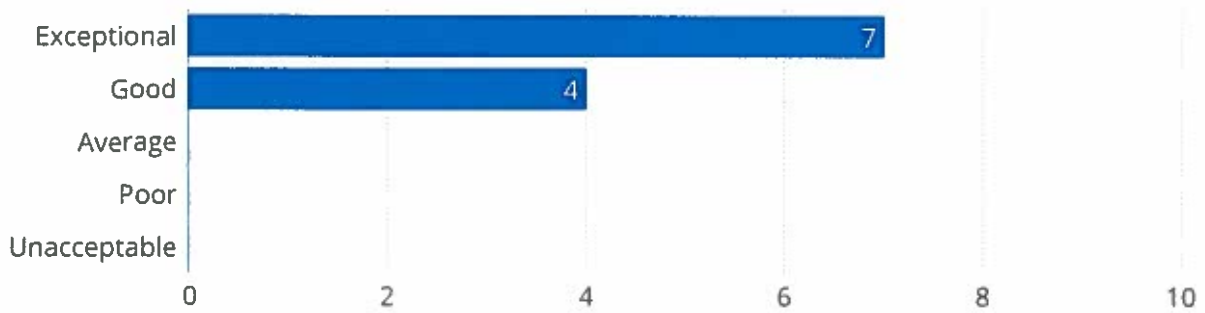
11 responses in 11 results

Presentation skills



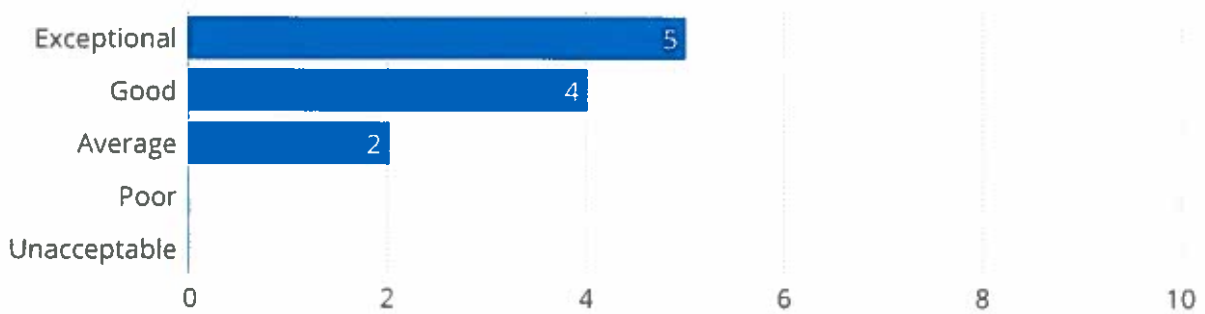
11 responses in 11 results

Subject expertise



11 responses in 11 results

Accessibility and helpfulness



11 responses in 11 results

MEOL 205 : Lecturer: Bellefontaine - General Comments

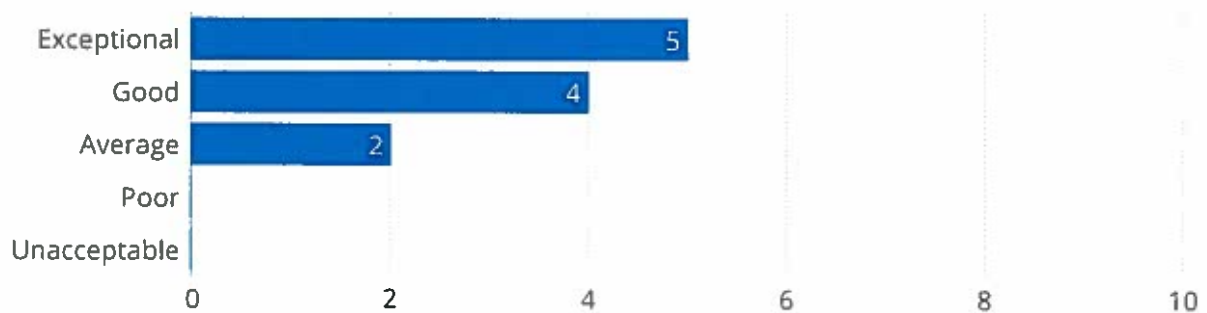
He makes lessons on history a lot more interesting by injecting witty humour. Keeps an amicable aura while teaching, which made the students a little less tense and intimidated.

He is a very experienced and very good professor. However, we have a very short time with him in which we were not able to ask more questions due to limited time.

2 responses in 11 results

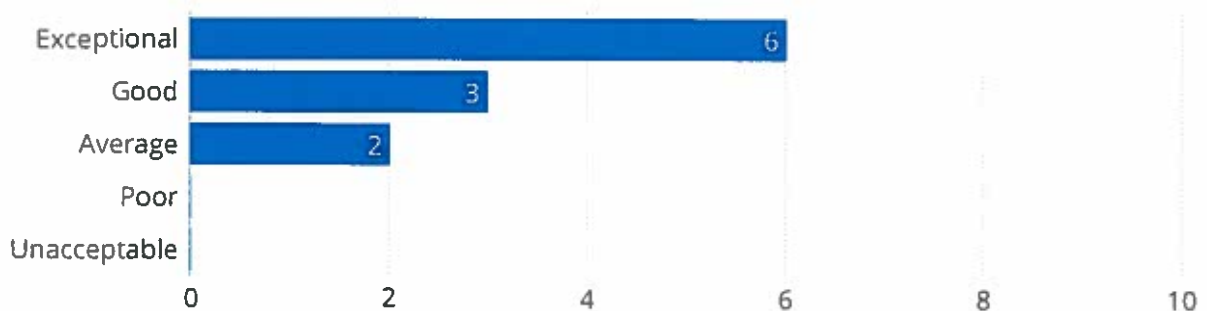
MEOL 205: Lecturer: Lindén

Teaching methods



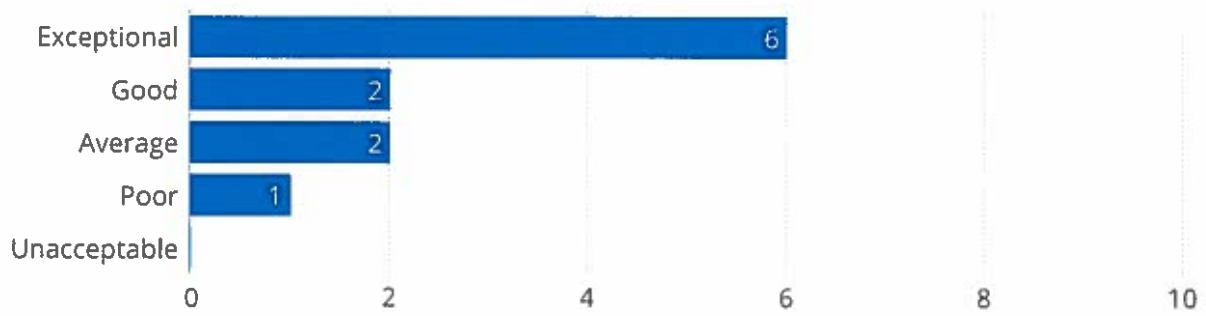
11 responses in 11 results

Course organization



11 responses in 11 results

Presentation skills



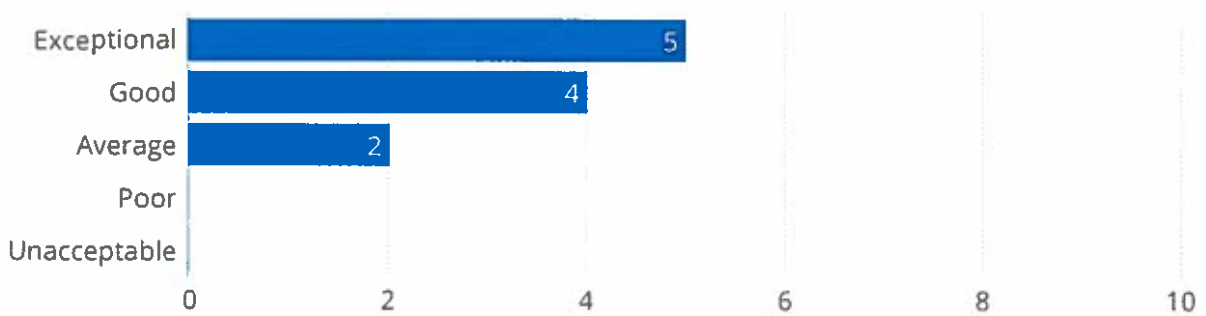
11 responses in 11 results

Subject expertise



11 responses in 11 results

Accessibility and helpfulness



11 responses in 11 results

MEOL 205 : Lecturer: Lindén - General Comments

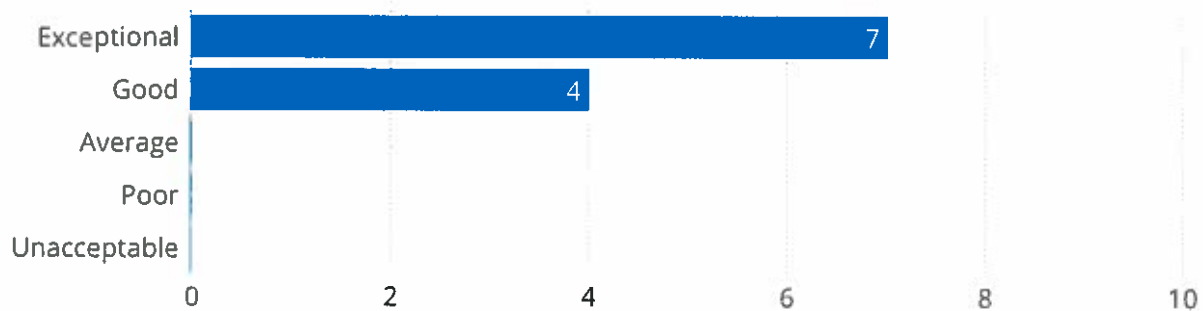
A very passionate professor. The subject may not be as interesting for some because it is too technical, but he managed to integrate the learning objectives with his own personal/professional experiences as example. Also breaks the ice by injecting some humour in between.

He is a very experienced professor. He is very exceptional also by sharing his experiences and views beyond what is required of him in the course syllabus.

2 responses in 11 results

MEOL 205: Overall rating of subject

Organization of subject



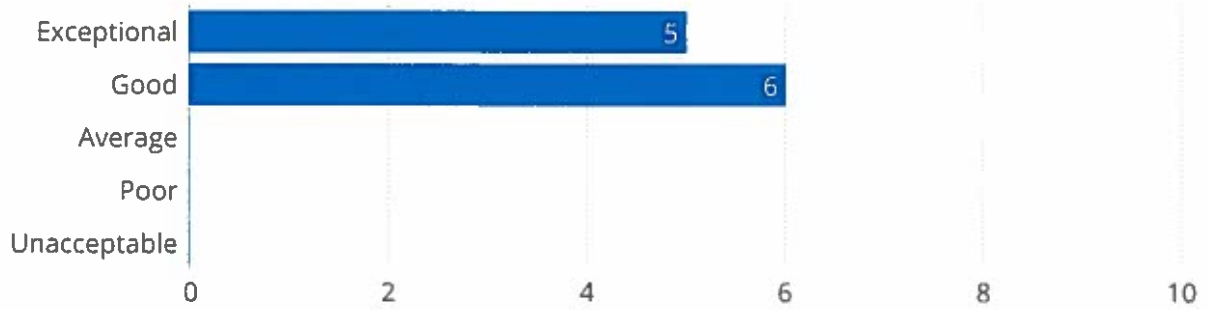
11 responses in 11 results

Contemporary relevance of content



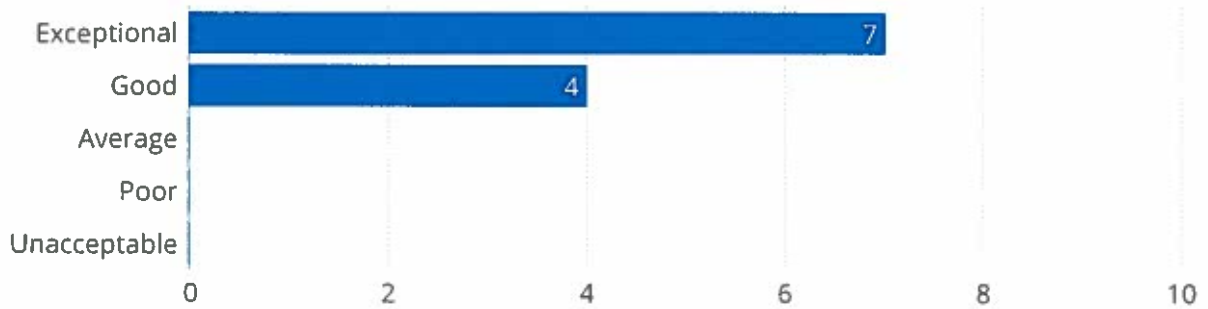
11 responses in 11 results

Handouts/textbooks



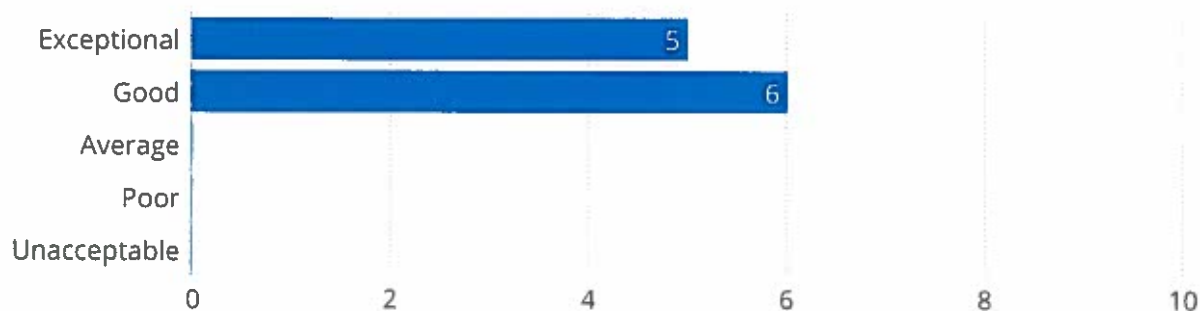
11 responses in 11 results

Availability of reference material



11 responses in 11 results

Nature of assessment



11 responses in 11 results

MEOL 205: Subject - General Comments

Very helpful subject not only for future managers but for the individuals in every career level in an organisation.

I learned a lot from this subject.

2 responses in 11 results

MEOL 205: What did you like most about this subject?

It made me understand how important strategies are in organisational success. it also help me understand the theories and how they can best be applied in our own respective offices.

It changes my views regarding how CSR should be compared to what was being done in my country.

2 responses in 11 results

MEOL 205: What did you like least about this subject?

n/a

The strategic plans... in which variables constantly changes as such, how could it be a strategic plans if it will be constantly changed due the constantly changing variables.

2 responses in 11 results