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Toward a Unified Maritime Human Resource Management Model: Synthesizing Published Framework Proposals

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ABSTRACT

Maritime human resource research increasingly concludes each individual empirical study by proposing a bespoke management framework addressing that study's specific problem, yet these frameworks are rarely read against one another, leaving practitioners with a growing collection of overlapping, uncoordinated models rather than one coherent human-resource strategy. This study conducts a conceptual synthesis of six published framework proposals emerging from a single 2026 Indonesian maritime research programme — covering autonomous navigation technology governance, shipboard leadership, crew well-being and conflict management, service quality, blue economy literacy, and social sustainability reform — comparing each framework's target level, core mechanism, theoretical anchor, and primary outcome domain. The synthesis finds that the six frameworks, despite addressing ostensibly distinct problems, converge on three shared pillars: competency development, leadership and accountability, and workforce well-being, with leadership and accountability appearing as a structural component in five of the six frameworks examined. The study proposes an integrated three-pillar model consolidating the six frameworks' shared structure, offering shipping companies and maritime training institutions a single, coordinated point of reference in place of six independently developed and potentially competing models.

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1. INTRODUCTION

A management framework proposed at the end of a single empirical study is, almost by construction, designed to solve the specific problem that study investigated, and this is both the framework's strength and its structural limitation: a framework built to address automation governance on one vessel, or shipboard leadership on another, is rarely built with any reference to the equally specific framework another study proposes for a third, adjacent problem, even when both frameworks are ultimately proposing solutions to variations of the same underlying human-resource challenge. Maritime human-resource research has produced this pattern with unusual clarity in recent years, and a single coordinated Indonesian maritime research programme completed in 2026 illustrates it directly: across six of its constituent studies, researchers independently proposed six distinctly named

management frameworks — an Autonomous Navigation Technology Management Framework, a Master's Maritime Leadership and Management Framework, a Maritime Crew Well-being and Conflict Management System, a multi-stakeholder sustainable service-quality framework, a blue economy literacy framework, and a social sustainability reform framework — each developed to address its own study's specific findings, and none referencing or building upon any of the other five.

This proliferation is not itself evidence of poor individual scholarship; each of the six frameworks is grounded in an established theoretical tradition directly relevant to its specific problem. The autonomous navigation framework draws implicitly on human-factors accounts of automation's tendency to produce skill degradation and accountability ambiguity during manual takeover [1], the leadership framework on transformational leadership theory's account of how communication, role modelling, and accountability enforcement shape subordinate behaviour [2], and the crew well-being framework on the job demands-resources model's account of how resource scarcity and demand imbalance produce occupational strain [3], itself extending conservation of resources theory's more general claim that stress arises from actual or threatened loss of valued resources [4]. The service-quality framework draws on established service-quality measurement theory distinguishing expected from perceived service across multiple dimensions [5], the blue economy literacy framework on the broader multilateral conception of sustainable marine resource use as an economic and educational objective [6], and the social sustainability reform framework on the conceptual literature treating social sustainability as encompassing participatory governance and equitable recognition alongside economic outcomes [7]. Each framework, in other words, is theoretically well-anchored on its own terms; the gap is not in any individual framework's grounding but in the absence of any subsequent attempt to determine whether these six independently grounded frameworks, read together, imply a smaller number of more general underlying human-resource management principles.

General human resource management theory provides the conceptual vocabulary such an integration would require, distinguishing recurring functional domains — resourcing and talent management, performance and reward management, employee well-being, and organisational development and leadership — that any specific sectoral HR framework can be expected to instantiate in some form [8]. Applied to the maritime sector specifically, safety climate theory's account of enacted organisational priority as distinct from stated policy [9] offers a further general lens potentially relevant across several of the six frameworks simultaneously, since each framework implicitly proposes a mechanism by which stated organisational commitments (to safety, to service quality, to sustainability) are meant to become enacted practice rather than remaining aspirational. Neither general HRM theory [8] nor maritime-specific safety climate theory [9] has, however, been applied directly to the specific task of comparing these six framework proposals structurally against one another, leaving open the empirical question of whether their apparent topical diversity conceals a smaller number of shared underlying design principles.

The practical consequence of this unexamined proliferation is concrete rather than merely academic. A shipping company or maritime training institution seeking to act on this research programme's collective output faces six separate frameworks, each with its own terminology, its own target population, and its own implicit implementation logic, with no guidance on how — or whether — implementing one framework supports or duplicates effort already invested in another. A single unified model, if the six frameworks' underlying structure genuinely permits one, would allow such an institution to pursue one coordinated implementation agenda rather than evaluating and potentially adopting six separate, overlapping initiatives.

This study therefore conducts a conceptual synthesis of the six framework proposals, addressing three objectives: first, to compare each framework's target level, core mechanism, theoretical anchor, and primary outcome domain using a common structural matrix; second, to identify which structural components, if any, recur across multiple frameworks despite their differing surface topics; and third, to propose an integrated model consolidating any shared structure identified. The study's contribution is threefold. Theoretically, it tests whether general human resource management theory's functional-domain vocabulary [8], combined with safety climate theory's enacted-versus-stated priority distinction [9], can meaningfully organise six sector-specific frameworks that were not designed with reference to one another. Empirically, it produces the first structural comparison of this specific six-framework corpus. Practically, it offers maritime employers and training institutions a single, consolidated model in place of six independently developed alternatives, directly reducing the coordination burden the current proliferation imposes.

2. LITERATURE OR THEORETICAL REVIEW

General human resource management theory treats an organisation's human-resource function as comprising a recurring set of interdependent domains — attracting and developing talent, managing performance and reward, safeguarding employee well-being, and developing leadership and organisational

capability — rather than a single undifferentiated activity, and holds that effective HR strategy requires these domains to be pursued in a coordinated rather than fragmented manner [8]. This framing supplies the present study's core comparative lens: if the six maritime frameworks under review are, whatever their surface topic, each instantiating some subset of these same general domains, then comparing them structurally should reveal domain-level overlap even where their topical framing suggests unrelated concerns.

Three of the six frameworks draw most directly on well-established organisational-behaviour theory concerned specifically with performance under strain or under technological change. The crew well-being and conflict framework's implicit grounding in the job demands-resources model treats occupational strain as arising from an imbalance between job demands and the resources available to meet them [3], a claim that extends conservation of resources theory's foundational proposition that stress results from actual, threatened, or failed investment of valued resources [4]; both theories converge on well-being and resource-adequacy as the relevant outcome domain. The autonomous navigation framework's implicit grounding in human-factors research on automation instead concerns a different domain — competency and situational awareness under conditions of technological handover — documenting that increased automation can paradoxically degrade the very manual skills operators must retain for the moments automation fails [1]. The leadership framework's grounding in transformational leadership theory concerns a third domain again, holding that leader communication, role modelling, and consistent accountability enforcement are the specific mechanisms through which formal authority is converted into disciplined subordinate behaviour [2].

The remaining three frameworks draw on theory oriented more toward institutional and service-level outcomes than individual psychological states. The service-quality framework's grounding in multidimensional service-quality measurement theory holds that perceived quality is best understood as a gap between expected and delivered service across several distinct dimensions rather than as a single undifferentiated satisfaction score [5]. The blue economy literacy framework's grounding in the multilateral blue economy concept treats sustainable marine resource literacy as simultaneously an economic and an educational objective, requiring institutional capacity-building rather than individual behaviour change alone [6]. The social sustainability reform framework's grounding in the social sustainability literature treats participatory governance and equitable institutional recognition as core, empirically measurable components of social sustainability rather than as peripheral to its economic and environmental dimensions [7].

Read together, these six theoretical anchors span what general HRM theory would classify as, at minimum, three functional domains: competency and capability development (spanning the automation and blue-economy-literacy frameworks), leadership, accountability, and governance (spanning the leadership, service-quality, and social-sustainability frameworks), and workforce well-being (spanning the crew well-being framework, and arguably the social-sustainability framework's attention to institutional recognition of veteran professionals). Safety climate theory's distinction between stated and enacted organisational priority [9] cuts across all three domains simultaneously, since each framework can be read as proposing a specific mechanism for converting a stated organisational commitment into enacted practice within its own domain. No existing source has organised the six frameworks along these lines explicitly; the present study's structural comparison, detailed in Section 3, is designed to test whether this three-domain organisation, derived here from general theory, is in fact recoverable from the frameworks' own stated structure rather than merely imposed upon it from outside.

3. METHOD

This study conducts a conceptual and theoretical synthesis, comparing the structural components of six published maritime human-resource management framework proposals rather than analysing new empirical data, consistent with conceptual-paper development practice in which the population of interest is a defined set of existing theoretical or applied proposals rather than primary respondents or documents [10]. The six frameworks selected for comparison were the Autonomous Navigation Technology Management Framework, the Master's Maritime Leadership and Management Framework, the Maritime Crew Well-being and Conflict Management System, a multi-stakeholder sustainable service-quality framework, a blue economy literacy framework, and a social sustainability reform framework, all proposed within a single coordinated 2026 Indonesian maritime research programme [11], [12], [13], [14], [15], [16]. This population was selected for completeness within a bounded, coherent programme rather than through exhaustive sampling of the wider maritime HR literature, consistent with the present study's aim of testing whether shared structure exists within one specific, already-identified corpus rather than establishing comprehensive coverage of maritime HR frameworks generally.

The primary instrument for this synthesis was a four-dimension structural comparison matrix, coding each framework against its target level (individual, crew/team, or institutional), its core mechanism (the

specific proposed intervention or process by which the framework claims to produce change), its principal theoretical anchor as identified in Section 2, and its primary outcome domain, categorised according to the three general HRM functional domains identified above: competency and capability development, leadership and accountability, and workforce well-being. Frameworks addressing more than one outcome domain were coded for each domain they substantively addressed rather than forced into a single category, reflecting the genuinely multi-dimensional character of several of the six proposals.

Data collection consisted of close reading of each framework's originating study to extract its stated structural components as described in that study's own discussion and conclusion sections, without inferring components the original authors did not state explicitly. Where a framework's originating study described a component only implicitly, through its discussion of findings rather than through an explicit named element of the proposed framework itself, that component was coded conservatively as present only if it corresponded directly to language already used in Section 2's theoretical review, to avoid attributing structure to a framework that its own authors did not state. Data analysis combined structured comparison using the four-dimension matrix with thematic analysis identifying which outcome domains recurred across multiple frameworks, following an inductive coding approach consistent with established thematic-analysis procedure [17]. Narrative synthesis then integrated the resulting domain-overlap pattern into the proposed unified model presented in Section 4, following the logic that a structural component recurring across a majority of the six frameworks constitutes stronger evidence for inclusion in a unified model than a component appearing in only one or two frameworks individually, and that a component appearing in only a single framework should be treated as evidence of that framework's specific contribution rather than as part of any shared underlying structure.

4. RESULTS AND ANALYSIS

Table I presents the four-dimension structural comparison matrix produced through the analysis described in Section 3, coding each of the six frameworks against its target level, core mechanism, theoretical anchor, and primary outcome domain.

Table I. Structural Comparison Matrix of Six Maritime Human-Resource Framework Proposals

Framework	Target Level	Core Mechanism	Theoretical Anchor	Outcome Domain(s)
Autonomous Navigation Technology Management Framework [11]	Individual / crew	Structured human-automation handover procedure with defined accountability roles	Automation and human-factors theory [1]	Competency; Leadership & Accountability
Master's Maritime Leadership and Management Framework [12]	Crew / team	Leadership communication, role modelling, and accountability enforcement	Transformational leadership theory [2]	Leadership & Accountability
Maritime Crew Well-being and Conflict Management System [13]	Individual / crew	Resource-demand rebalancing and organisational support mechanisms	Job demands-resources / conservation of resources [3], [4]	Well-being; Leadership & Accountability
Multi-Stakeholder Sustainable Service Quality Framework [14]	Institutional	Multi-stakeholder feedback and administrative responsiveness mechanisms	Service-quality measurement theory [5]	Leadership & Accountability; Competency
Blue Economy Literacy Framework [15]	Institutional	Curriculum and community-engagement capacity-building	Multilateral blue economy concept [6]	Competency
Social Sustainability Reform Framework [16]	Institutional	Participatory governance and equitable professional recognition	Social sustainability construct [7]	Well-being; Leadership & Accountability

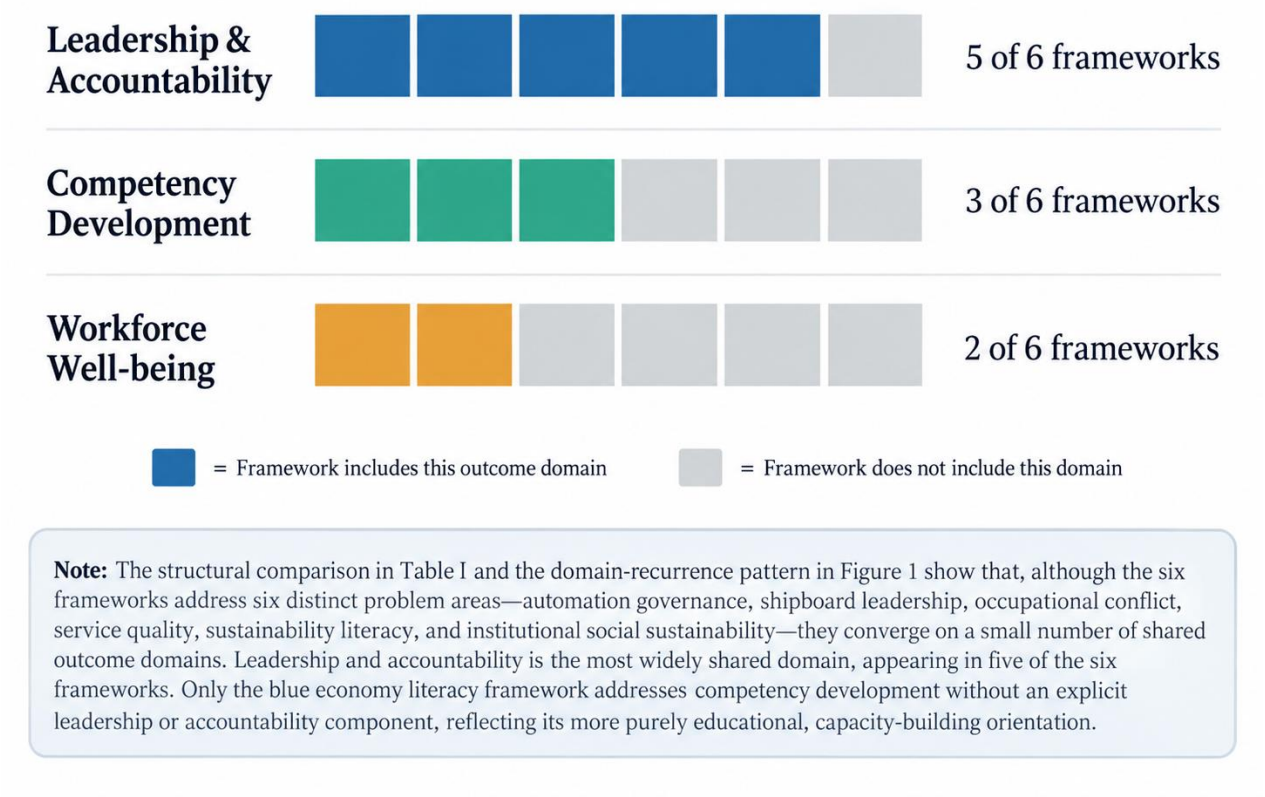


Figure 1. Outcome-Domain Recurrence Across the Six Frameworks

The structural comparison in Table I and the domain-recurrence pattern in Figure 1 confirm the expectation developed in Section 2: despite addressing six ostensibly distinct problems — automation governance, shipboard leadership, occupational conflict, service quality, sustainability literacy, and institutional social sustainability — the six frameworks converge substantially on a small number of shared outcome domains rather than each occupying an isolated conceptual space. Leadership and accountability emerges as the most broadly shared domain, appearing as a coded component in five of the six frameworks examined; only the blue economy literacy framework addresses competency exclusively without an explicit leadership or accountability component, reflecting its more purely educational, capacity-building orientation relative to the other five.

This concentration on leadership and accountability is analytically informative rather than merely a coding artefact, because it recurs across frameworks with otherwise very different target levels and mechanisms. The autonomous navigation framework's accountability component concerns individual-level role clarity during a specific technical procedure (automation handover), the leadership framework's concerns crew-level behavioural influence through communication and role modelling, and the social sustainability framework's concerns institutional-level participatory governance structures — three structurally different applications of what is, at the level of general HRM theory, the same underlying functional concern: ensuring that formal authority and stated organisational commitment translate into enacted accountability at the level where the framework's mechanism actually operates [8], [9]. This is consistent with safety climate theory's more general claim that enacted priority, not stated policy, determines organisational outcomes [9], suggesting that the maritime programme's researchers have independently, and without cross-reference to one another, arrived at accountability-focused mechanisms as the most direct available lever across a wide range of specific maritime HR problems.

Competency development, present in three of the six frameworks, shows a more topically coherent pattern: the automation, service-quality, and blue-economy-literacy frameworks each address a form of specialised knowledge or skill their respective target population is found to lack, whether technical competency during automation handover, administrative and pedagogical competency underlying service quality, or marine-resource-governance literacy underlying blue economy engagement. Workforce well-being, the least broadly shared domain at two of six frameworks, is concentrated specifically in the two frameworks — crew well-being and social sustainability — most directly concerned with the lived experience and institutional recognition of individual maritime professionals rather than with organisational process or capability as such, suggesting that well-being as an explicit outcome domain remains comparatively

under-addressed across the wider six-framework corpus relative to leadership/accountability and competency.

The target-level column in Table I adds a further dimension to this domain-recurrence pattern that Figure 1 alone does not capture. Three frameworks (autonomous navigation, leadership, and crew well-being) operate primarily at the individual or crew level, addressing mechanisms enacted directly between a supervisor or system and the individuals immediately affected, while the remaining three (service quality, blue economy literacy, and social sustainability) operate primarily at the institutional level, addressing mechanisms enacted through organisational policy, curriculum, or governance structure rather than direct individual supervision. Cross-referencing this target-level split against the outcome-domain distribution shows that leadership and accountability is the only domain represented substantially at both target levels simultaneously — appearing in two of the three individual/crew-level frameworks and three of the three institutional-level frameworks — while competency development skews toward a mixed distribution and workforce well-being remains concentrated at the individual/crew level specifically. This suggests that leadership and accountability functions as a genuinely scale-independent mechanism within this corpus, operating similarly whether the immediate context is a single automation handover decision or an institution-wide governance structure, whereas well-being, at least as this corpus currently formulates it, has not yet been extended to an explicitly institutional-level framing in the way leadership and accountability has.

The theoretical-anchor column also reveals a pattern worth noting independently of the outcome-domain analysis above: no two frameworks in the six-framework corpus cite the same theoretical anchor, meaning that each framework's authors independently selected a different established theory to ground their proposal, from automation and human-factors theory through transformational leadership, job demands-resources and conservation of resources, service-quality measurement theory, the multilateral blue economy concept, and the social sustainability construct. This theoretical diversity is precisely what makes the outcome-domain convergence identified above analytically significant rather than an artefact of shared theoretical starting points: had the six frameworks all drawn on the same underlying theory, convergence on shared outcome domains would be unsurprising. Instead, six frameworks built on six different theoretical foundations nonetheless converge substantially on the same three outcome domains, which is stronger evidence that the convergence reflects a genuine underlying structure of maritime human-resource problems in this context, rather than a shared theoretical assumption imposed uniformly across the corpus from the outset.

Considered together, these three domains — leadership and accountability, competency development, and workforce well-being — constitute the shared structural core this synthesis set out to identify, present with different strength and at different target levels across the six frameworks but recoverable as a common underlying architecture despite the frameworks having been developed entirely independently of one another and without shared authorship, shared theoretical citation, or shared target population across most of the six.

5. DISCUSSION

This study set out to determine whether six independently developed maritime human-resource framework proposals, despite their topical diversity, share an underlying structure recoverable through systematic comparison, and to propose an integrated model if so. The findings answer both questions affirmatively: the six frameworks converge on three shared outcome domains — leadership and accountability, competency development, and workforce well-being — with leadership and accountability the most broadly shared, appearing in five of six frameworks, directly supporting the study's central premise that topical proliferation in maritime HR framework proposals can conceal, rather than reflect, genuine underlying diversity of solution.

This finding refines general HRM theory's functional-domain account [8] in a maritime-specific direction. General HRM theory treats leadership/organisational development, competency/talent management, and well-being as co-equal functional domains without predicting which should dominate in any specific sectoral application; the present synthesis indicates that within this specific maritime programme's six frameworks, leadership and accountability mechanisms are disproportionately favoured as the primary lever for producing organisational change, appearing even in frameworks — such as the crew well-being system and the social sustainability reform framework — whose headline concern is nominally a different domain entirely. Read through safety climate theory's stated-versus-enacted priority distinction [9], this pattern suggests that Indonesian maritime researchers, working independently across quite different empirical contexts, have converged on the same underlying diagnosis: that closing the gap between an organisation's stated commitments and its enacted practice is the most tractable and most frequently proposed intervention point, regardless of which specific commitment (safety, service quality, sustainability, crew welfare) is at issue.

The comparatively thin representation of workforce well-being as an explicit outcome domain,

present in only two of six frameworks, is a specific and actionable finding rather than a null result. Given that maritime work is documented elsewhere in this research programme's own corpus to involve substantial occupational stress, confinement-related interpersonal friction, and rank-differentiated resource imbalance [3], [4], a six-framework corpus in which well-being is the least frequently addressed explicit outcome domain suggests either that well-being concerns are being addressed only implicitly through leadership and accountability mechanisms elsewhere in the corpus, or that well-being genuinely remains under-served relative to its documented importance — a distinction the present conceptual synthesis, working from the frameworks' own stated structure rather than new empirical data, cannot resolve on its own.

The study's principal limitation is that it compares proposed frameworks as stated in their originating studies rather than as implemented and evaluated in practice; none of the six frameworks has yet been tested empirically as a unified model, meaning the integrated three-pillar structure this synthesis proposes remains a conceptual contribution requiring subsequent empirical validation before it can be recommended for direct institutional adoption. A further limitation is the bounded, single-programme scope of the six frameworks compared, which were selected for their shared institutional origin rather than for representativeness across the wider international maritime HR literature; a broader synthesis incorporating framework proposals from outside this specific programme might identify additional shared domains, or might qualify the leadership-and-accountability dominance this synthesis finds as a feature of this particular research programme's approach rather than of maritime HR framework development generally.

For practice, the clearest implication is that shipping companies and maritime training institutions engaging with this research programme's output need not treat the six frameworks as six separate implementation projects; the shared three-pillar structure identified here suggests that a single coordinated initiative addressing leadership and accountability, competency development, and workforce well-being as three integrated workstreams could capture the great majority of what the six individual frameworks separately propose, at substantially lower coordination cost. For scholarship, the clearest future direction is the empirical validation this conceptual synthesis cannot itself provide: a study testing whether an integrated three-pillar model, implemented as a single coordinated intervention, produces outcomes comparable to or better than the six original frameworks implemented separately.

6. CONCLUSION

This conceptual synthesis compared six independently developed maritime human-resource framework proposals from a single 2026 Indonesian research programme, finding that despite addressing ostensibly distinct problems, the six frameworks converge on three shared outcome domains: leadership and accountability, present in five of six frameworks; competency development, present in three; and workforce well-being, present in two. This convergence indicates that the programme's apparent framework proliferation conceals a smaller, coherent underlying structure, and supports consolidating the six proposals into a single integrated three-pillar model. The study's principal contribution is demonstrating, through systematic structural comparison rather than new empirical data, that independently developed sectoral management frameworks can share substantial underlying architecture even without cross-reference to one another, offering maritime institutions a coordinated alternative to six-fold separate implementation.

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