

# **Destination Leadership: Evaluating Effectiveness of Leadership Development Program**

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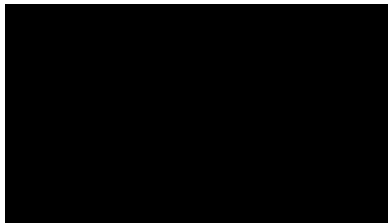
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## Student Declaration

I, Marcela Fang, declare that the DBA thesis entitled *Destination Leadership: Evaluating Effectiveness of Leadership Development Program* is no more than 65,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

Signature



Date 25/ 7/ 2018

## List of Publications

While completing this thesis, the research resulted in the following publications:

### **Peer-reviewed conference papers**

Fang, M, Armstrong, A & Nguyen, TH 2017, 'Conceptual framework to guide development and evaluation of agile leadership in tourism destinations', *Proceedings of the ANZAM 2017 Conference, Creative disruption: Managing in a digital age* paper, Melbourne, Australia.

Fang, M, Nguyen, TH & Juneke, O 2016, 'Evaluating tourism leadership development programs: A conceptual framework', *Proceedings of the ANZMAC 2016 Conference, Marketing in a post-disciplinary era* paper, Christchurch, New Zealand.

### **Double-blind refereed conference working paper**

Fang, M, Nguyen, TH, and Juneke, O 2016, 'Preliminary Evaluation of a Tourism-Based Leadership Development Program', *Proceedings of the CAUTHE 2017 Conference, Time for big ideas? Re-thinking the field for tomorrow* paper, Dunedin, New Zealand.

Fang, M & Ong, F 2018, 'Student leadership development: Leadership skills for effective outcomes', *Proceedings of the CAUTHE 2018 Conference, Get smart: Paradoxes and possibilities in tourism, hospitality and events* paper, Newcastle, NSW, Australia.

### **Book chapter**

Fang, M & Ong, F 2018, 'Student leadership development: Exploratory study to inform leadership program development', In S Beeton & A Morrison (ed.) *The Study of Food, Tourism, Hospitality, and Events: 21st-Century Approaches*, Singapore: Springer Nature.

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## Abstract

Effective leadership is understood to drive better team performance outcomes and contribute to organisational growth. Current literature highlights that leadership refers to a process of influencing others in a manner that enhances their contribution to the realisation of group goals. However, to be an effective leader in today's volatile, uncertain, complex and ambiguous business environment, suitable leadership skills are needed to enable and to foster successful outcomes through leadership. Although not a new phenomenon in mainstream research, leadership in the tourism research and specifically in the tourism destination management field has only started to emerge. The current research literature shows how little is known about leadership in the tourism destination context. Despite the gap in research and not knowing what constitutes effective leadership in the tourism field, various organisations have been developing leadership development programs and promoting these to current and future managers operating within the visitor economy. Although these programs are believed to be underpinned by various leadership theories and concepts, it is not clear whether such programs are designed to fit the tourism destination context, and whether they are indeed contributing to the development of effective leadership. Leadership and context are inseparable, and due to the continuing change in the tourism environment, leadership at destinations need to proactively engage and guide integrated stakeholder cooperation and collaboration to facilitate sustainable development of quality visitor experiences.

The aim of this research was to evaluate the effectiveness of a tourism-based leadership initiative that supports leadership development within Victoria's visitor economy, and to inform current and future leadership development, and leadership programs. Hence, this study first explores leadership within the tourism context to identify an effective leadership, followed by assessing whether an existing tourism-based leadership development training fits with the tourism context. In doing so, the program content, such as leadership skills, knowledge and behaviours, the program training approach and the outcomes derived from the training at individual, workplace, tourism destination and community levels are assessed, to support conclusions about whether such an initiative is effective and whether it should be continued.

Taking the epistemological pragmatic stance of John Dewey, this study uses mixed methods inquiry to help advance the knowledge and practice of leadership development and

evaluation in the tourism field. To close the current leadership development and evaluation gap, the study expands David Stufflebeam's traditional CIPP (Context, Input, Process, Product) program evaluation model with specific leadership components and measures, supported by the relevant leadership theories. The study consists of three explorative phases, qualitative, quantitative, and major qualitative, where each phase informed the development of the next. At the end, the findings from each quantitative and qualitative part contributed to the conclusion of whether the tourism-based leadership development program is effective.

An application of transformational leadership model, and the use of measures associated with individual and collective leadership approaches show in this study that this new framework can effectively guide the assessment of leadership developed at two levels, individual and collective. Overall, the key value derived from the application of this model presents the ability to find out what and how the various training elements, such as the content and training approach contribute to individual, workplace, tourism destination and community outcomes. Hence, the study's proposed conceptual framework will guide not only future leadership training evaluations but also the development of other leadership program initiatives within the visitor economy.



## Glossary

**CIPP model:** an evaluation model suitable for evaluation of programs operating within complex environments, such as the educational and medical fields. The abbreviated CIPP term stands for ‘Context’ (the context within which program exist), ‘Input’ (the necessary elements needed for effective intervention, such as resources), ‘Process’ (the execution or delivery of what was planned), and ‘Product’ (the actual intended and unintended outcomes) (Stufflebeam & Coryn 2014).

**Collective leadership:** “a dynamic process in which a defined leader, or set of leaders, selectively utilises the skills and expertise within a network as the need arises” (Friedrich *et al.* 2016, p. 313). As opposed to the traditional hierarchical situation, the leader shares the various leadership roles with others or supports others so they emerge as informal leaders.

**Community outcomes:** outcomes, which emerged within the neighbourhoods or communities, due to participants’ involvement in a leadership development program.

**Individual outcomes:** Evidence of a change in one’s behaviour, contributing to individual effectiveness. This change is attributed to attendance in training.

**Leadership:** the process, not a person, of influencing others in a manner that enhances their contribution to the realisation of group goals (Platow *et al.* 2015, p. 20).

**MTLP:** Acronym that represents the name of the training program ‘Melbourne Tourism Leadership Program’.

**Program evaluation** - a judgement made about the value of a program (Cook 2010). Rossi *et al.* (2004) define program evaluation as “a social science activity directed at collecting, analysing, interpreting, and communicating information about the workings and effectiveness of social programs” (p.2).

**Tourism:** “tourism refers to the activity of visitors. A visitor is a traveller taking a trip to a main destination outside his/her usual environment, for less than a year, for any main purpose (business, leisure or other personal purpose) other than to be employed by a resident entity in

the country or place visited. These trips taken by visitors qualify as tourism trips” (United Nations 2008, p. 10).

**Tourism destination:** a market oriented production system (with identified boundaries), where tourists activate the production and destination suppliers facilitate holiday experiences through destination resources, such as nature, culture, tourism infrastructure, transportation and other services (Reinhold *et al.* 2015).

**Training:** the process of learning the skills needed to perform effectively in a particular role or job.

**Tourism training:** the process of learning the skills needed to perform effectively in a tourism specific role or job.

**Visitor economy:** the concept of visitor economy refers to the “economic activity of visitors, embracing all elements that make for a successful visitor destination, it covers: all of the things that attract visitors, the infrastructure that reinforces the sense of place, and the services that cater for the needs of visitors” (Reddy 2006, p. 3).

**Workplace outcomes:** Evidence of a change in work behaviour, contributing to better workplace performance. This change is attributed to an individual who attended training.



# Chapter 1 Introduction

## 1.1 Research context

Tourism plays an important role in Australia's economy. According to the Tourism Satellite Account 2016-2017, tourism industry employs one in twenty Australians and accounts for one tenth of Australian export (Tourism Research Australia 2017, p. 3). The industry is comprised of various segments, such as retailing, hospitality services, food and beverage services, accommodation, transport, and operation of tourist venues, which need to work in a systemic manner to produce better outputs, such as travel products, services and holiday experiences. However, over the past five years the tourism suppliers have been faced with increased global competition, and demand shifts imposed by the key travel markets, which now look for authentic and immersive travel experiences. At the tourism destination level, many tourism suppliers continually try to figure out how to thrive under the influence of rising challenges.

Tourism destination is described as a market oriented production system where on the demand side, visitors activate the production system; on the supply side, the destination suppliers facilitate visitor experiences through level one resources (e.g., nature and culture), and level two resources (e.g., tourism infrastructure and services). Together, visitors and destination suppliers are involved in co-production of an experience (Reinhold *et al.* 2015). The challenges are therefore felt by individual suppliers as well as the collective of destination actors, such as the community and Governments, as the environment continuously puts pressure on their individual and collective decision making. As individual actors attempt to adapt to opportunities and threats, unknowingly, their actions affect other players, positively or negatively, and result in unanticipated destination outcomes. As individual decisions affect the actions of others, an opportunity is seen in destinations to adapt decision making approaches to be more cooperative and collaborative so as to deal more effectively with the rising challenges and new opportunities. Theoretically, cooperative and collaborative actions may contribute to better destination outcomes, such as increased tourism expenditure and improved living standards (Li 2011).

However, in practice, not all destination players and suppliers have the willingness or the ability to engage in collective practices. Co-operation problems are known to exist due to

different suppliers having different values, beliefs and goals, which are not always aligned with a destination's strategic goals. Various destinations have attempted to deal with the cooperation and collaboration problems differently. For example, information sessions are used to create awareness and to learn about benefits attained through stakeholder cooperation. Tourism suppliers are also invited to come together and to engage in collective discussions and destination planning initiatives. Some community based leadership development programs also foster development of leadership that focus on strengthening of stakeholder relationships which are believed to result in better cooperation (Miočić *et al.* 2016).

Knowledge, motivation, empowerment and engagement in collective decision making might therefore contribute to positive change and to better destination outcomes. Effective leadership in the organisational context is believed to produce such outcomes, which are further linked to team growth and organisational profitability (Hall & Rowland 2016). Despite the dearth of leadership literature in the tourism destination context, it is believed that effective leadership may significantly contribute to better tourism destination outcomes as destination leadership ignites stakeholder motivation and drives engagement in collective practices. The literature also suggests that a destination leader needs to be able to lead within and across the organisational or group context. It is also imperative such leader is able to share their leadership roles with other destination leaders and collectively engage the destination stakeholders in effective destination management decision making and activities (Fang *et al.* 2018). Thus, leadership definition coined by Platow *et al.* (2015, p. 20) underpinned this study: leadership is “the process, not a person, of influencing others in a manner that enhances their contribution to the realisation of group goals”.

Victoria's Visitor Economy Strategy (Victoria State Government 2016) highlights the action that is now required to foster the development of managerial skills and capabilities to meet changing visitor needs and to improve the business performance within the visitor economy. It also highlights a better collaborative approach between the industry, community and Governments is needed to grow the visitor economy. The Strategy and other reports (Kaiser *et al.* 2012; Kets De Vries *et al.* 2010; Samson 2011) suggest that leadership development programs need to foster development of leadership skills, knowledge and behaviours that would meet current and future challenges. Looking at the case of Melbourne, Victoria, this study evaluates the effectiveness of a tourism-based leadership development program, Melbourne Tourism Leadership Program (MTLP), that has been initiated to tackle the many

challenges outlined above. The program has been developing tourism leaders for the past ten years; however, the effectiveness of the training initiative is yet to be established and examined. At the time of this research, no other tourism-based leadership development programs were offered in Australia, offering individual and collection leadership development to current and future visitor economy leaders. As the broader tourism context within which the leadership initiative operates is directly linked to the underpinning elements of the leadership program elements, the boundaries of Victoria's visitor economy have been considered in this study.

## 1.2 Background of the problem

Tourism destination suppliers need to work in cooperative and collaborative approach to not just survive in today's increasingly global, technologically dependent, volatile and uncertain environment, but to thrive in the future years. New leadership skills, suitable leadership styles and leadership approaches need to be practiced by tourism leaders if they are to effectively function in their current and destination-leader roles. Therefore, this thesis addresses the issues and explores what leadership style and leadership approaches are needed in the tourism destination context and what exact leadership skills and capabilities are needed to build and maintain a tourism destination network that thrives through cooperative and collaborative behaviours, and grows the visitor's economy. The empirical research has not been able yet to produce such knowledge. It is evident that new research is needed in this field to help close the gap.

Yukl (2012) defines leadership as a process through which one influences others to understand and agree about what needs to be done and how it can be done effectively through individual and collective efforts to accomplish shared objectives. Without effective leadership, the existence of various organisations might result in stakeholders adopting different tactics and not moving towards a common goal generally and specifically, in the case of destinations (Buultjens *et al.* 2012).

The tourism destination research community advocates (Reinhold *et al.* 2015) that due to the complex nature of tourism destinations, a collective form of leadership might be more appropriate. Tourism destinations are complex systems as they rely on various destination suppliers and actors, including the industry, community and Governments. The outcomes

derived at the tourism destination level are thus a result of their cooperative and uncooperative decision making, and that is further influenced by internal and external forces (e.g., communication and social interaction between destination members; role and power of various destination suppliers; and political, legal, social, cultural, and technological threats and opportunities) (Beritelli & Bieger 2014; Hristov & Zehrer 2015; Kozak *et al.* 2014; Pechlaner *et al.* 2014; Zehrer *et al.* 2014). Destination leadership needs to therefore consider this complex context, and any leadership training initiative should consider the development of leadership and strategic capabilities that would enable participants to see and manage through such complexity.

Other challenges may however affect the development of effective tourism-based leadership. Such include the choice of suitable training content, developmental approaches, and choice of evaluation model to determine if the training intervention meets the identified goals and objectives. Research emphasising leadership development and evaluation of leadership development programs' effectiveness is scarce, specifically in the tourism destination or network context.

Many industry practitioners design their training programs with specific leadership style (e.g., transactional, transformational or both leadership styles) or leadership skills in mind. Not many developers would however know that such focus would not guarantee the achievement of specified tourism destination goals and objectives and the overall success of the training intervention may not be established if the wrong leadership content is emphasised in training at the end. Careful program planning is needed to make sure that program needs are linked to the tourism leadership needs; that program resources fit with the program needs; that leadership activities and developmental strategies are in fit with the learners' learning styles and needs; and finally, that the outcomes fit with the program expectations and objectives (Stufflebeam & Coryn 2014).

The literature review suggests that transformational leadership is the most appropriate leadership style for the tourism field. It is a leadership style that places an emphasis on the relationship between the leader, followers and other leaders (Avolio & Bass 1999; Bass & Bass 2009). The idea of transformational leadership style endures that certain leader behaviours act as the catalyst for the achievement of better outcomes, such as the achievement of greater organisational performance and overall competitiveness. In order to

achieve better outcomes, Kouzes and Posner (2007) assert that today's leaders need to continuously inspire others with a shared vision, model the right way of getting things done, enable others to act, challenge the process by looking for opportunities and innovative ways to grow, and encourage the heart to engage everyone to work together towards a common goal. Due to the networked or interconnected nature of stakeholders in the visitor's economy, it is believed that transformational leadership can better engage the economy's stakeholders on the journey of common destination goals achievement.

Hence, to help to close the leadership gap that exists in the tourism research literature, and to contribute to the knowledge in the field of leadership development and evaluation, this research aims to explore what leadership is being developed through tourism-based leadership program and whether such intervention is effective; thus, is such intervention needed? The research also aims to describe how such leadership develops through the program; and whether the program derived outcomes are in line with the program objectives, and tourism destination-leadership needs. Overall, the findings uncovered the strengths and weaknesses of the tourism-based leadership program, and resulted in recommendations to inform the current and future leadership development research and practice.

In this research, a leadership development program, the 'Melbourne Tourism Leadership Program' (MTLP) developed by the Destination Melbourne (DM) organisation was evaluated. DM is a not-for profit tourism organisation in Melbourne (Australia), whose aim is to position Melbourne as a global tourism destination through their marketing initiatives. In their leadership initiative, DM fosters the development of industry wide partnerships to bring the tourism destination players closer to initiate and pursue cooperative and collaborative initiatives (Destination Melbourne 2017). Since 2009, DM has been offering face-to-face leadership development programs to help develop leaders within the visitor economy in Melbourne and Victoria. The program aims to improve the leaders' effectiveness so those involved are more able to drive 'excellent' visitor experiences in a sustainable manner. The leadership program objectives range from development of individual leadership, collective leadership, and to improve understanding of and the development of cooperation and partnership between industry, community and Governments.

The program is designed for the maximum of twenty-five participants and consists of eleven full-day workshops, three-night residential stays, and launch and closing ceremony. The

program sessions are spread over a period of nine months each year. The content of the program mostly focuses on individual development and specifically builds on the theories in emotional intelligence to grow the human potential. Such focus includes the development of not only the intrapersonal skills and behaviours but also the development of interpersonal or social skills and competencies. There is one program facilitator who delivers most of the content, however, there are many industry visits and speakers, which contribute to the program activities and the overall learning. The various activities reinforce both an individual and a group learning, and the time between each session enables the opportunity for reflective practices.

Overall, through practical learning opportunities and engaging facilitation, the MTLP program raises the commitment to sustainability, innovation and entrepreneurship; enhances individual leadership skills; and strengthens succession management within the industry (Destination Melbourne 2017).

Ten years on since the first MTLP program, it is not clear yet how effective the Destination Melbourne's leadership development program is and whether its objectives are being attained. Further to this, it is not clear who is really benefiting: the participants, participants' organisations and the tourism destination? The researcher believes that individuals who are motivated, empowered and inspired to lead effectively in the tourism industry are more likely to learn and contribute to outcomes at different levels, such as the workplace, tourism destination and community.

This thesis therefore explores how a tourism-based leadership program facilitates the development of individual and collective leadership and whether such leadership contributes to any significant outcomes at workplace, tourism destination or community levels. The findings are to inform future leadership development and leadership programs.

### 1.3 Statement of the problem

- Tourism is a highly interconnected and competitive industry, reliant on effective stakeholder cooperation and collaboration;
- The global environment is shaped by trends that influence how things are done; there is an increasing pressure placed on the development of new leadership skills and

overall leadership approach that will contribute to more effective decision making (Samson 2011; Victoria State Government 2016);

- It is not clear yet what leadership style, approach, skills and behaviours an effective leader within a tourism destination context should have or aim to develop for now and the near future. Different studies suggest different leadership qualities; some believe the needed leadership is also industry or field context specific (Kaiser *et al.* 2012; Kets De Vries *et al.* 2010).
- Little is known about the outcomes achieved through tourism-based leadership development programs as empirical evaluation studies are scarce. The problem is often attributed to the lack of resources, such as funds to conduct evaluative studies; and knowledge and skills of conducting evaluations effectively. The wide range of available models does not make it easy for one to choose the most suitable model, and not all models would lead to findings, which could sufficiently inform the current and future program development practice. The choice of suitable evaluation model needs to fit the program context and evaluation objectives (Stufflebeam *et al.* 2014).
- Evaluation studies of leadership based programs mostly focus on the outcomes for individual learners and their organisations. Empirical research is needed to better understand whether and how collective leadership develops in the tourism destination context. There is also a need to understand how collective leadership could be developed as most studies are conceptual in nature (Cullen-Lester & Yammarino 2016; Hernandez *et al.* 2011; Hristov & Ramkissoon 2016; Lichtenstein *et al.* 2006; Zmyslony 2014).

#### 1.4 Research questions

The above problems lead the researcher to the following research questions:

Primary research question: *Is the Melbourne Tourism Industry Program effective?*

To answer this core question, the study posted five sub-questions, which needed to be answered:

1. *To what extent does MTLP foster the development of key leadership skills and competencies?*
2. *To what extent is MTLP enabling the development of a leadership model appropriate for the Australian tourism industry?*
3. *Is MTLP's training approach enabling learning and transfer of learning?*

4. *Do gender, age, education and a leadership role influence the self-rating of one's perceived leadership skills and capabilities, and their transformational leadership?*
5. *Is MTLP contributing to outcomes at individual (personal level), workplace, tourism industry and community levels?*

In order to offer leadership programs that contribute to individual, workplace, tourism destination and community outcomes, it is very important to have answers to these questions. If leadership development programs are not evaluated, no one will ever know how such efforts are transferred from the individual learners through to their work contexts, and even to the tourism destination and community contexts. It is important to know and understand that not all programs will automatically lead to positive outcomes. Sometimes the outcomes might be different from the expected outcomes, or might only benefit one stakeholder group, such as the program developers and not necessarily the sponsoring organisations. All key stakeholders have the right to know and for this reason, evaluations of leadership development programs should be carried out credibly to benefit all interested individuals and groups.

### 1.5 Research aim and objectives

The previous background provides the foundation to the study's aim:

The aim of this study was to evaluate the effectiveness of a tourism-based leadership development program 'Melbourne Tourism Leadership Program' (MTLP), and to inform current and future leadership development and training programs. To achieve this aim, the researcher explored whether and how the program contributes to the development of leadership at various levels: individual, workplace, tourism destination and community. Thus, the objectives encapsulated within this aim were:

- Objective 1: 'Explore' and 'describe' what is 'effective leadership' within the tourism destination context;
- Objective 2: 'Assess' whether MTLP's content (leadership skills, behaviours and knowledge) fit with the needed leadership;
- Objective 3: 'Evaluate' how the program contributes to learning and fosters the transfer of training to participants' contexts;



- *Objective 4:* ‘Assess’ the program outcomes (intended and un-intended) and ‘determine’ whether the program is contributing to individual, workplace, tourism destination and community outcomes;
- *Objective 5:* ‘Develop’ a new conceptual framework to guide development and evaluation of leadership development and training programs.

## 1.6 Overview of the methodology

The above research aim and objectives directed the design and development of the research methodology. The objectives were achieved through a mixed methods approach, which consisted of qualitative, quantitative and qualitative research phases. All research phases were guided by Dewey’s pragmatism (Creswell 2014).

This part briefly outlines the key methodology steps taken to develop and apply the research evaluation framework. Chapter 3 discusses the methodology in detail.

First, the literature review (Chapter 2) helped to identify the research gap and enabled the development of research aim and objectives. The review of leadership, leadership development and evaluation of leadership program research resulted in the conceptualisation of effective leadership suitable for the tourism context. Various leadership and evaluation theories and models had been identified and considered in the development of the proposed conceptual framework, designed to guide the evaluation and development of tourism based leadership development initiatives. Chapter 2 presents the detailed review of the key theories and research, and then outlines and discusses the conceptual framework elements. Based on the identified literature gap and the research problems, one core and five sub-questions were developed to advance the current state of research and knowledge in the area.

Preliminary qualitative study was then completed to assess the current state of leadership development and the evaluation of leadership within the tourism context. All end-of-year leadership program survey responses (n = 182) from the Melbourne Tourism Leadership Program (MTLP) were analysed to assess the effectiveness of the program and the survey tool in producing suitable outcomes for the program individuals, their workplaces and also the tourism destination and community. The findings from this phase contributed to the design and development of the next quantitative phase, which surveyed 45 of the past 182

program participants. All past participants were invited to complete an online survey, which was developed to assess the extent of leadership development (leadership style, leadership approaches, leadership skills, capabilities and knowledge) and also the program outcomes over the period of the past 1 to 9 years. The findings helped to explain whether the program is able to contribute to the needed leadership in Victoria's economy, thus, contributing to the development of cooperative and collaborative leadership culture in Victoria's workplaces and the industry.

A final qualitative study was then conducted to explore in further detail how the tourism-based leadership program contributed to the development of individual and collective leadership, and to also know how the training had been transferred into participants' contexts and resulted in various outcomes: individual, workplace, tourism destination and community. The qualitative interviews were conducted with 15 of the 45 surveyed participants (Phase II), and were further supported with 6 interviews from the program's key stakeholders. The stakeholder insights allowed further conceptualisation of the meaning of effective leadership, and how such leadership could be fostered in today's and future tourism managers and leaders.

Overall, the development and the empirical application of the conceptual framework in this study resulted in findings which validated its use. It was found the framework is able to generate evaluation findings, which can benefit a number of program stakeholder groups, such as the past, current and future program participants, the tourism-based leadership program designers and facilitators, program administrators, the tourism community and also various Governments interested in effective visitor economy management and managerial skills development. Knowing what outcomes and how such outcomes emerge through leadership development initiatives, such as the MTLP, can now inform current and future leadership development, and the development of effective leadership programs. In long term, effective leadership program initiatives can benefit the tourism workplace and also the wider Visitor's economy by supporting the growth of positive leadership culture, thus, strengthening the competitiveness and productivity of the tourism industry.

### 1.7 Expected contribution to the knowledge

The explorative nature of this study contributes to the field of leadership and the leadership program evaluation field. To the researcher's knowledge, this is the first study that attempts to conceptualise effective leadership in the tourism destination context as perceived by current industry leaders in Australia. The study's research uncovers what leadership style, leadership approaches, leadership skills, knowledge and capabilities are needed in the tourism context, thus it informs current and future tourism leadership and program development field. This study also contributes to leadership evaluation knowledge as the traditional CIPP evaluation model (Stufflebeam 1971; Stufflebeam & Coryn 2014) was expanded to the leadership domain with specific leadership measures, drawn from the relevant leadership theories. The original CIPP model offered a general guidance, which excludes any consideration of the leadership context. The researcher hopes that this 'Leadership-based CIPP model' will offer guidance to other leadership program initiative within the tourism-destination or network-like context. Empirical research studies documenting and guiding the evaluation of leadership initiatives in the tourism context are non-existent, and outcomes associated with such initiatives are mostly unreported.

Furthermore, this study offers empirical evidence on what leadership is currently being developed through a tourism-based leadership program, whether it is in fit with the broader tourism industry leadership needs, what works and what does not work, what outcomes are being generated in short and long term at individual, workplace, tourism destination and community levels. Thus, this evidence may offer a comparative research benchmark to other researchers.

### 1.8 Statement of significance

Practically, this study informs the program's past, current and future participants, the program's developers and facilitators, the program's management team, current industry practitioners, program designers, developers and evaluators, plus other interested individuals and groups wanting to learn about the program's effectiveness. The findings uncovered what constitutes effective tourism leadership and what effective leadership development programs should include and consider during the design, operational and evaluation stage.

More specifically, the various destination stakeholders are able to learn how the tourism-based leadership development program contributes to the development of the program's participants, their workplaces, tourism destinations, and even their communities. The program participants, developers and facilitators can better understand whether their aims and objectives have been achieved. Also, the facilitators and developers can further learn about the long-term outcomes, which have emerged from the program initiative, and which can further inform future practice; understand better what works and what does not work from the program design and developmental approach perspective, and therefore inform the current program content or delivery to meet the evolving participants' and industry needs.

In addition, the interested stakeholders have specific evidence of what the program participants have been able to achieve and change in their workplace as result of the new knowledge gained through the training. Ultimately, this justifies their current and future investment decisions in the development of their employees.

## 1.9 Thesis outline

In order to develop an understanding of what constitutes effective leadership in the tourism context and to effectively evaluate a tourism-based leadership development program, it is important to outline the key research in the field. This first chapter provided an introduction to the study. It started with a discussion of the context, introduced the research problem, and presented the research aim, objectives and the respective research questions. Various leadership concepts and leadership development elements, which contributed to the development of a tourism-based leadership program evaluation framework (the studies conceptual framework) were introduced. These concepts and elements are further discussed in Chapter 2, the literature review.

The literature review first outlines the leadership theories that relate to effective leadership. It casts a light on leadership styles, individual and collective leadership approaches, and skills and capabilities needed to lead effectively in the tourism environment. This is then followed by the review of training and development theories, and how some developmental approaches and individual and situational factors support or inhibit the transfer of training and an achievement of effective individual and workplace outcomes. Finally, the program evaluation theories and models are reviewed, with an emphasis on the absence of evaluation framework

to guide effective evaluation of tourism-based leadership development initiatives, and the relevance of this study in addressing this gap. The chapter concludes with the newly proposed conceptual framework to guide current and future leadership program development and evaluation.

Chapter 3 outlines the research methods used in this study, which helped to answer the research questions. It explains the reason behind the choice of the mixed methods design, and how the epistemological paradigm guided each data collection. The study was divided into three phases: qualitative, quantitative and qualitative, and each phase is explained. This includes an overview of the data collection approaches and their analysis.

Chapter 4 presents the findings of Phase I to Phase III. The results of Phase I informed the design and development of an online survey in Phase II. The qualitative interviews in Phase III were informed by Phase I and II findings. Overall, the analysis of Phase I to Phase III findings contributed to the answers of the posed research questions discussed in Chapter 5. It was in this chapter that the findings and results from all three phases were mixed to conclude whether the studied leadership program initiative has been effective.

Chapter 6, the final chapter, discusses the study's contributions and limitations, and also outlines areas for future research.

### 1.10 Chapter conclusion

Although a collective form of leadership may fit the tourism destination context well, little is known about how such leadership develops in the tourism destination context. Rather than assuming such leadership would emerge on its own with time once the various leaders develop the awareness of effective and collective destination leadership, more effective intervention such as a leadership development program could be developed to make the development of collective leadership more possible. Such developmental approach would however need to suit the needs of destination stakeholders as Lynch (2000) states that some individuals may lack the time, motivation or resources to participate in such intervention. Interested and suitable destination candidates should be therefore engaged in a leadership training intervention that is designed and developed in line with the potential to tackle the

highlighted challenges and equip the suitable candidates with the knowledge, skills and the right attitude to inspire and motivate others to more cooperative and collaborative practices to achieve individual and destination goals in more effective manner.

Thus, it is here where this study makes a significant contribution. First, it had examined the meaning of effective leadership in the tourism context by identifying the needed leadership style, leadership approaches, leadership skills, knowledge and competencies. Second, it tested the leadership needs in relation to today's practicing leaders, and third, expanded the traditional CIPP program evaluation model (Stufflebeam 1971; Stufflebeam & Coryn 2014) to meet the requirements for specific guidance on evaluating leadership development programs.

The conceptual framework that was developed in this study contributed to a collection of useful and relevant data that helped to answer the core study question of whether the studied tourism-based leadership program was effective. Knowing that the chosen leadership scales and measures worked well and produced relevant evidence, the expanded 'leadership-based CIPP framework' can be used in other leadership evaluation studies. Thus, it is here where this study contributes to the practical evaluation field.

## Chapter 2 Literature Review

### 2.1 Introduction

The purpose of this chapter is to review the literature that pertains to the context of this research in leadership, leadership development and evaluation, and evaluation of leadership development programs. The review consists of three literature streams. The first stream reviews the leadership theory that might underlay the design and development of leadership development programs; the second stream reviews training and development theories, which contribute to effective transfer of learning and enable deep learning; and in the third stream, the literature that relates to effective leadership program evaluation is presented. Strengths and weaknesses of key research studies are also discussed before a significant gap that further directs this research study is described.

### 2.2 Leadership theories

Leadership is increasingly seen, both in research and practice, as a key driver influencing organisational success. Intuitively, effective leadership would contribute to achievement of organisational goals, better organisational performance and results (Ireland & Hitt 2005). Open questions however remain in terms of what constitutes effective leadership, and how effective leadership results in the achievement of organisational outcomes. Leadership is a complex research field as various leadership domains and leadership theories exist within the field, which attempt to deal with these and other organisational issues (e.g., leadership styles, leadership traits, leadership skills and behaviours, individual leadership, and collective leadership). The diversity is represented also by the various leadership definitions that exist today, many of which contain the following themes: leader as an individual, leader's behaviour, leader's effect on others, and interaction process between leader and the led (Bass & Bass 2009). This diversity also contributes to various interpretations of leadership, where one can view leadership as an approach to improve the management of employees, which is in line with the traditional view of leadership; or see leadership either as a group process, or relationship between the leader and leader's subordinates, or a set of attributes that predetermine leader's effectiveness; the contemporary leadership view (Armstrong & Francis 2017).

Increasingly, leadership research nowadays emphasises the role of leadership process rather than individual leader attributes as the driving force behind organisational outcomes (Yukl 2012). In regards to this view, Platow *et al.* (2015, p. 20) define leadership as “the process, not a person, of influencing others in a manner that enhances their contribution to the realisation of group goals”.

Leadership theories that emphasise the role of relationship between the leader and the led include transactional and transformational leadership styles (Avolio & Bass 1999). Transactional leadership is an example of weak relationship where emotional connectivity between the leader and the follower is irrelevant, yet a case where performance outcomes can be achieved effectively through reward or punishment. Transformational style on the other hand uses emotional connectivity and positive social approaches to foster the desired outcomes. Theoretically, both leadership styles, transactional and transformational would be used at different times to maximise employee performance (Orazi *et al.* 2013). Orazi *et al.* (2013) note that the right leadership style has a positive effect on the overall organisational outcomes, such as workplace productivity and innovation.

Other research within the contemporary leadership category (see for example Johansen 2012; Kets De Vries *et al.* 2010; Kouzes *et al.* 2010) also emphasise the role of leadership attributes. Certain personality traits and behaviours are seen more positively than others and therefore act as the indicators of effectiveness. Leaders also need various skills to competently deal with the challenges imposed upon them by the global business environment (Kets De Vries *et al.* 2010). However, this research area is far from reaching a consensus yet as different researchers propose different sets of skills and behaviours, which are needed for today and the future (Collins 2001; Johansen 2012; Kets de Vries 2005; Kouzes *et al.* 2010).

While the above leadership concepts might be seen as separate research fields, they do complement each other and add to the overall understanding of what leadership is and may therefore better inform the leadership development field and the development of leadership development programs.

The next part discusses in more detail how the contemporary and emerging leadership theories argue to contribute to the understanding of effective leadership, which may also guide the developmental process of effective leadership development programs.



### 2.2.1 Contemporary leadership styles

Keskes (2014) states that leaders have an influence over employees' behaviour through the application of different leadership styles. For the past thirty five years, two contemporary leadership styles have dominated the research field, namely transactional and transformational (Keskes 2014). These theories were introduced by Burns in 1978 in the field of political leadership, and later expanded on by Bass in 1985, in the area of organisational psychology (Keskes 2014). Bass (1985) and Burns (1978) both suggest that transactional leadership refers to an 'exchange', in which the leader directs and controls follower's behaviour in exchange of mutually agreed reward, such as money or status. Both parties pursue their individual goals, which means, that they are not always bound together by a similar purpose. In contrast, transformational leadership is apparent when both parties engage with one another, beyond their own self-interests, working towards common goal (Burns 1978; Dalglish & Miller 2010). Transformational leadership is believed to have a positive effect on the two parties, the leader and the follower, as the effect of human conduct and ethical aspiration (Burns 1978) result in attainment of personal growth and improved self-esteem (Keskes 2014). According to Pechlaner *et al.* (2014) it is the individual's traits, behaviours, influence and adaptability that seem to contribute to signs of competitive advantage and therefore leader's effectiveness. Broadly, Bass (1985) concludes that transactional leadership's exchange is more material based, whereas transformational leadership exchange is more social.

The contemporary literature suggests that transformational leaders are valued more than transactional leaders (Dinh *et al.* 2014). Tal and Gordon (2016) conducted a review of key leadership journals and uncovered that interest in transformational leadership dominates within the extant literature. Research shows that transformational leaders have an ability to positively influence employees, which naturally results in strengthened employee commitment. The influence and commitment then turn into organisational outcomes, which are better aligned to leaders' visions and goals (Bass & Avolio 1994). In their roles, transformational leaders tend to apply a varying degree of idealised influence, inspirational motivation, intellectual stimulation and individualised consideration (four 'Is') to bring about the desired organisational outcomes through the followers (Bass & Bass 2009).

Bass and Avolio (1994) further advanced the transactional and transformational theory with additional elements, which then resulted in the ‘full range leadership’ model that now represents a leader’s tool kit of leadership capabilities used to control the relationship with their followers. The model includes four ‘Is’ of the transformational leadership and three transactional tools, which are contingent reward, corrective action active and corrective action passive. Researchers supporting this theory argue that effective leaders should be therefore able to use the transformational elements to engage followers, but also switch to a transactional mode when needed. According to Antonakis and House (2002), transactional tools should be used before the transformational tools, particularly when the business environment is turbulent. Avolio (2007) also confirms that transactional leadership can act as the foundation for transformational leadership.

Despite the perceived leadership completeness of the ‘full range leadership’ model and its wide application in leadership development programs, Yukl (2012) highlights that the theory does not fit the team-based environment that well, and additional research is needed to further advance the research field in this area. In the past few years, researchers who view leadership more as the process and the outcome of a group inputs continue to build on the previous concepts where they study leadership and the group context. These new leadership theories belonging to an emerging leadership category and the key theories are reviewed in the next section.

### 2.2.2 Emerging leadership styles

More recently, new leadership challenges have emerged as the business environment becomes more unpredictable and volatile. In this new era, researchers start to explore the role of leadership in a group context as the traditional hierarchical leadership approach starts to lose its appeal as it does not provide sufficient flexibility to deal with the new business challenges (Ireland & Hitt 2005). As evident in the literature, emerging leadership theories increasingly emphasise a social exchange and relational aspects. The focus is placed on positivity and cooperative behaviour, as these aspects are believed to lead to better outcomes, such as better employee-employer relationships and stronger employee commitment (Paul & Anantharaman 2003; Shore *et al.* 2006), productivity (Youndt *et al.* 1996) and eventually better business performance (Becker & Huselid 1999; Guest 2002; Guest & Conway 2002; Guest *et al.* 2003; Purcell & Hutchinson 2007).

The shift in the leadership paradigm from the individual-leader-character to the leadership process has been evident for the past two decades. However, the outcome of this shift is more evident today. It appears that this shift, which was also influenced by some of the recent organisational changes like organisational restructuring, rise of high performing teams and war for talent, has contributed to the emergence of the collective leadership approach. Today's leadership approaches are therefore seen as "dyadic, shared, relational, strategic, global, and of complex social dynamics" (Avolio *et al.* 2009, p. 423). Examples of key theories that highlight these aspects, include the complexity theory, shared leadership (also known as distributed leadership), and collective leadership.

#### 2.2.2.1 Complexity leadership theory

As organisations change their structure from the traditional, hierarchical organisational structure to more organic, and form partnerships with other firms, the simplistic and traditional view of leadership is no longer useful. Lichtenstein *et al.* (2006, p.2) defined leadership as a "complex dynamic process that emerges in the interactive spaces between people and ideas"; it is a leadership "based in relationships, complex interactions and influences that occur in the space between individuals" (p.8). According to Dinh *et al.* (2014), leadership context, or the place in which leadership occurs, needs to be considered as in the real world it affects the overall leadership effectiveness. Leadership, viewed from the complexity leadership theory, investigates collective outcomes, such as adaptation, learning, and innovation, which emerge as individuals within and across organisations interact and engage in interdependent activities (Uhl-Bien & Marion 2009). This new mindset about leadership recognises that social processes and their outcomes are complex and cannot be simply attributed to a single individual or pre-planned activities. Instead of studying leadership from linear, cause and effect perspective, leadership should be viewed as a process that describes social forces among interacting individuals, including the formal leader (Lichtenstein *et al.* 2006). Researchers studying phenomena from the complexity leadership theory therefore aim to explain how such phenomena come into existence. Lichtenstein *et al.* (2006) state that researchers in this school of thought conceptualise that "interactions in a social network have a non-linear effect on future interactions within the network" (p.6), which then results in emergence of outcomes, including the development of new firms. In the management practice, Lichtenstein *et al.* (2006) believe that all individuals should be

encouraged to own their leadership in their interactions with others as this may result in more evoked responses from everyone within the organisation, and potentially result in innovation and agility.

#### *2.2.2.2 Shared / Distributed leadership*

Shared leadership that is also labelled as distributed leadership focuses on the role of shared power and knowledge among individuals instead of one individual exercising a power and knowledge over others (Conger & Pearce 2003). The literature indicates that shared leadership is built around high-performing teams. It is noticed that as organisations change their structural designs and teams replace hierarchies (Avolio *et al.* 2009), leadership becomes more of a shared activity rather than one individual focused cause-and-effect activity. Leadership that is shared within the team therefore defines the team-level outcomes and effectiveness (Day *et al.* 2014).

#### *2.2.2.3 Collective leadership*

Friedrich *et al.* (2016, p. 313) take a different approach and conceptualise that collective leadership is “a dynamic process in which a defined leader, or set of leaders, selectively utilises the skills and expertise within a network as the need arises”. In other words, the role of formal leader is still relevant and important as many organisations are still structurally designed in this way today. In this case as opposed to the traditional hierarchical situation, the leader shares the various leadership roles with others, or supports others so they emerge as informal leaders (Friedrich *et al.* 2016).

Overall, based on a recent review of relational leadership literature, Cullen-Lester and Yammarino (2016) highlight two distinctive research themes. One group of researchers conceptualises the emergence of shared leadership with no link to the formal leader, and a second group of researchers that places an importance on the focal leader in the collective form of leadership.

In addition to the above leadership theories, other leadership theories have emerged however, it is beyond the context of this study. For the purpose of this study, only literature that

pertains most directly to the current development of effective leaders and leadership as evidenced by the empirical research is considered.

All the theories presented in this section have their values and are complementary to each other. A suitable leadership approach might be chosen based on the fit with the organisational or situational context. Based on the identified organisational needs, suitable leadership theory might be selected to form the base of leadership development design to ultimately benefit the organisational leaders, the organisation within which these leaders operate and the communities within which these organisations exist.

The ‘full range leadership’ theory is promising however it is not clear yet how the program developers could embed this theory with the group-based concepts offered either by the complexity theories, or the collective and shared leadership conceptualisations. Additional empirical research is needed to understand how collective or shared leadership can be developed to achieve effective outcomes (Cullen-Lester & Yammarino 2016). In doing so, Hernandez *et al.* (2011) suggest that researchers should build on traditional leadership approaches and study how the individual leader focus can enable the emergence of collectivistic leadership successfully. The literature suggests that the manner used to manage employees has a significant impact on business performance and should be therefore considered in today’s leadership developments. Positivity, good employee and employer relationships, employee engagement, involvement and cooperative behaviour are now known to result in increased employee commitment, employee productivity, better employee-employer relationships, and better business outcomes (see for example, McDermott *et al.* 2013), Wright *et al.* (1994), Wright *et al.* (1994)).

As this current research studies the leadership development and leadership program evaluation within the tourism context, leadership research that emerged in this field also needs to be reviewed to see what leadership theory can inform the development of leadership development programs in this context.

### 2.2.3 Leadership theories in the tourism context

As the review of leadership literature already uncovered, effective leadership is believed to be one of the key drivers of organisational success. In the tourism field, the same is assumed to be true. However, as tourism businesses and organisations are often reliant on stakeholder cooperation and collaboration, it is not clear yet, what effective leadership might look like in this network-like environment. The network of tourism businesses and organisations is often seen as an open system that relies on practices of multiple of sectors and multiple of actors, which are integrated in the form of various relationships (Hall 2011; Jakulin 2016), and where leadership is not as straightforward as it is in the organisational setting. The tourism open system consists of such elements as the tourism services providers, hospitality providers, marketing services providers, governance, and transport and service sub-systems, and is further shaped by external and internal factors, which continually affect the functioning of the overall tourism system and the firms within the system. For example, as the tourism industry operates in a global environment it is further shaped by international competition, other industries and variety of macro forces such as the economic, political, legal, socio-cultural, and technological aspects. On the micro level, the tourism system is further affected by the different players and their relationships as they go about their daily co-existence in this open system (Jakulin 2016).

Review of the tourism research literature shows that very little is known about leadership within this open tourism system. Currently, researchers are investigating how relevant are the individual leadership theories within the tourism context, and whether complexity, collective or shared leadership should be emphasised within the tourism system instead of the traditional hierarchical leadership, to enable better problem solving and decision making, and ultimately help tourism organisations and the destinations within which they co-exist achieve better outcomes.

The next section will focus on the reviews of the research conducted within the organisational context, followed by reviews of the leadership research in the tourism destination context. It is hoped that literature findings derived from the organisational context will inform the network or open system context.

### *2.2.3.1 Leadership in the organisational context*

From the organisational perspective, leadership had been studied in organisations such as hotels. As hotels are among the key supplying firms within the tourism destination environment, studies that are encompassed in this field are reviewed in this part. Overall, research conducted in the hotel and restaurant field is limited in amount, and varies considerably in findings. For example Ispas (2012) in a small scale leadership study looked at the relationship between leadership style and employee performance. Specifically, perceptions of hotel staff and their managers were compared. The study uncovered that transactional style was the dominant leadership style used in this hotel organisation. This was mainly due to two significant factors: one, the management team have given only minimal amount of attention to their individual employees; and second, the hotel managers were seen uninspiring (Ispas 2012). Although both groups, the hotel employees and the hotel managers, agreed on overall low individual performance, such outcomes were not directly attributed to the leadership style in place. Ispas (2012) concludes that this does not mean that the relationship between leadership and performance does not exist.

Similarly, Brown and Arendt (2011) found that there was no relationship between hotel front desk supervisors' transformational leadership style and their employees' performance. The researchers however recommended and urged other researchers to educate all participants in future studies about how to recognise and accurately report leadership behaviour and how to rate performance to generate useful findings. This point therefore affirms that any leadership study should be informed by the relevant theory or model to generate useful findings.

In another hotel study, Blayney and Blotnicky (2010) discovered that transformational leadership indeed was the most effective style in the studied hotel context. The researchers noted that in this case the hotel managers faced many challenges, which were imposed upon them by the external environment.

Rothfelder *et al.* (2012) also discovered that leadership style in German hotels had a significant effect on employees' job satisfaction, and ultimately, the provision of quality guest services. The researchers stressed that hotel managers need to positively influence their employees through suitable leadership behaviours to drive better hotel performance. Based on their study, transformational leadership was more suitable for the hotel industry as it

facilitated employee job satisfaction. However, they also stated that the transactional style contributed to satisfied employees. When employees clearly understand what they are expected to do and know what needs to be done to achieve organisational objectives, they are more likely to be satisfied when also rewarded accordingly for their good performance.

Similarly, Dai *et al.* (2013) in their empirical study looked at leadership in the hospitality of Chinese firms and discovered that both transformational and transactional leadership styles should be used simultaneously to achieve effective organisational outcomes. The researchers stressed that in collectivistic culture, the transformational and transactional leadership dimensions are identically important. They also confirmed that there is a linkage between trust and commitment and that both have a positive effect on organisational citizenship behaviour. To foster such behaviour, the researchers recommended that managers should develop trust with their employees, treat employees fairly and with respect, and create a good working climate so employees can interact and communicate with one another and ultimately achieve better performance outcomes.

Whitelaw (2013) further uncovered that both transactional and transformational leadership styles were used across the hotel management hierarchy; from front-line management level to middle management and the senior management role. Elements, such as individual manager's position, their goals and the importance of tasks or relationships were among the influencing variables. For example, to effectively manage the day to day hotel operations, front line managers tended to be more transactional as workers were less skilled and tasks had to be performed in accordance to specified standards and time frames. Senior managers were more likely to apply transformational leadership as they were dealing with highly skilled and better motivated workers (Whitelaw 2013).

As hospitality operations mostly rely on the performance of their staff, in theory it seems logical that trust and fair employee-leader relationships contribute to better performance outcomes. Although the findings are limited, the above empirical research examples show that transformational and transactional leadership styles play a significant role in hospitality-based organisations, which are mostly labour intensive and rely on employee satisfaction to produce quality customer experiences. In the agreement with the mainstream leadership research, several of these studies confirm that managers need to balance the key leadership styles to achieve tasks effectively, and through empowering employee relations. Such is seen



to contribute to increased job satisfaction, employee engagement and better organisational performance. The next section will review the tourism research to highlight the similarities and differences between the mainstream business and hospitality leadership research.

#### *2.2.3.2 Leadership in the wider context: tourism destinations*

The leadership literature in the tourism destination domain appears to be limited as leadership themes start to be more directly emphasised in the literature only from the start of year 2000. Despite the late emergence, it seems to follow the same evolutionary path as the mainstream leadership and hotel literature, in which leadership of a specific organisation is emphasised (Beritelli & Bieger 2014). Although some attempts have been made to apply organisational or hierarchical leadership in the tourism context, the overall research findings are limited (Bramwell & Lane 2011). Hristov and Ramkissoon (2016) and Pechlaner *et al.* (2014) stress that leadership within the tourism field has not received sufficient attention and it should not be automatically assumed that organisational or hierarchical leadership applies in this network-based context.

Tourism destinations are often referred to as networks in the tourism literature. According to Hall (2011), tourism destination is composed of various individuals and groups, either private, public or not for profit. The individuals and groups often have their individual goals and strategies; but they are also assumed to come together at another level to aim towards the achievement of a common destination strategic goal, such as sustainable economic growth derived from tourism expenditure. A more recent definition of tourism destination is made by the tourism destination research community that sees it as the market oriented production system (Reinhold *et al.* 2015). On the demand side, tourists activate the production system; and the supply side, the destination actors facilitate holiday experiences through level one resources (e.g., nature and culture), and level two resources (e.g., tourism infrastructure and services). Together, tourists and destination actors are involved in co-production of an experience (Reinhold *et al.* 2015).

Leadership that takes place in this tourism destination context is therefore more complex than it is in the organisational setting. One challenge that requires special attention is the number of individuals involved in the management of destinations; it is unlikely that one leader takes a complete responsibility for the whole destination (Pechlaner *et al.* 2014).

Consequently, some form of cooperation and collaboration within the leadership process is believed to be needed to achieve well-functioning system or network that can produce effective outcomes for the destination. It is conceptualised that as various destination leaders such as key influential individuals come together and together co-influence other non-leaders in the destination system or network, new or better products and services emerge due to the participative and collaborative efforts and actions (Zmysłony 2014). However, Bramwell and Lane (2011) highlight that in real world scenario, leadership within the tourism destination context is not always as clear cut, as different destinations are managed through different mechanisms.

Some research cases show that leadership could be in hands of an individual, an organisation or even the destination community. For example, in the case of newly emerged destination the leadership might be attributed to dominant entrepreneur as there might be no presence of purposefully established destination management organisation (Zmysłony 2014). Another research conducted by Beritelli *et al.* (2007) shows that across twelve destinations in the Swiss Alps, there were two main forms of governance models, which also imposed different leadership styles. These models were labelled as corporate and community-based. Corporate based destinations were mostly influenced by one or a few significant firms which happened to have a significant power base. The community-based destinations were influenced by community networks which were influenced by individual relationships and the trust level between the actors of the network.

Despite this evidence, currently there is still a lack of understanding in what constitutes effective leadership in the tourism destination context. It is evident that involvement of various players with different power bases can result in less cooperative behaviour (Blichfeldt *et al.* 2014). What is therefore needed in the tourism destination context is a leadership that fosters cooperation and collaboration among the destination actors. Below is the summary of current research that conceptualises leadership at tourism destinations, which may further provide insights into what constitutes effective leadership in the destination environment, and which may therefore inform the development and evaluation of tourism-based leadership.

Beritelli and Bieger (2014) define destination leadership as ‘systemic leadership’, which builds on destination governance. Destination governance refers to the structure and

processes through which destination management and control are traditionally achieved. In this systemic leadership the destination actors, their motivations, influence and actions are emphasised before the structure and processes. It therefore constitutes a new mechanism where all members are required to work in collaborative manner to achieve common destination goals. From this perspective, the researchers see the process of collective effort as the driver of destination outcomes. As the various destination businesses engage in their own business decision making their actions consequently affect each other's actions and ultimately the outcomes of the destination.

From the strategic management point of view, this destination approach to leadership could be described as 'emerging leadership' as the outcomes are being attributed to the dynamics among actors in the tourism destination. In this situation, local members are seen to self-organise their efforts and exercise leadership in a shared manner as they are driven by a common purpose or destination goal. However, the implication of this approach is that if the destination vision and goals are not clear to all the key destination stakeholders, an effective attainment of destination goals might be compromised. It should not be assumed that all key destination stakeholders always pursue the destination goals.

Taking a different approach, Gibson *et al.* (2005) look through the 'social network' perspective to conceptualise the functioning of tourism destinations. The authors state that the world is becoming more interconnected and reliant on other individuals and groups, and the relational ties between the various actors significantly affect the performance outcomes. Tourism and tourism destinations have been seen for long time intertwined in relationships (formal and informal) between the various stakeholders, such as the government, the community, and the businesses. Gibson *et al.* (2005) explain that the various destination actors and the ties between them result in a structural formation that can either support or limit the decision making and problem solving. Within the business research stream, Clarke (2013) further adds that the right combination of network characteristics, actor interconnectivity, relational ties, knowledge exchange, communication patterns and social exchange might be the key forces contributing to sustained growth. It is conceptualised that the network structure and its functioning are therefore able to manage the complexity that exists in tourism destinations.

Building on the social network perspective, Clarke (2013) proposes a ‘complexity leadership’ as a suitable approach to foster agents’ interactions and the general interactive conditions in complex systems. Clarke explains that as various individuals from within a social system or network, who share the same interest, come together and form a work group and then interact with other interest work groups, an innovation emerges as a consequence of these interactions within the social system. Uhl-Bien and Marion (2009) further add, that as the key work groups interact, the actions result in behaviours which shape a common understanding within the system and further contribute to a level of self-generative behaviour that then contributes to better problem solving and creativity. This theorising is supported with research findings from Pavlovich (Scott, Baggio, *et al.* 2008) who studied an iconic tourism destination located in New Zealand through the network perspective.

Pavlovich indicates that as a tourism destination encounters problems, the destination network agents respond to improve the situation through cooperative coping mechanism. In this case, as the destination actors perceived destination crises, several work groups were established to respond to the crises. These work groups were developed to support the destination social system by engaging others in the destination activities. The newly emerged network was bigger and stronger when compared to the previous network that showed the opposite characteristics (small, with weak relational ties). The case shows that stronger relational ties, cooperation and collaboration enabled good information exchange between the individuals and groups in the destination and that consequently resulted in better destination outcomes, such as: better movement of visitors between attractions, transportation, accommodation, and food providers; efficient information flow between external institutions and government agencies and into the community; product and market innovations developed through the collaborative problem solving approaches; and employee contributions also improved through enhanced operational practices, ideas sharing and better provision of information. Overall, it was revealed that this seasonal tourism destination has developed a dynamic capability through alliances, partnerships, business connections, organisational knowledge sharing and information transfer through the social connectivity. Although the author in this case did not refer directly to leadership but to the role of networks, Clark’s (2013) conceptualisation of complexity leadership shows resemblance in this context.

Zehrer *et al.* (2014) labelled destination leadership as a ‘leadership network’. In their empirical study, the researchers focused on co-operation and collaboration in a leadership

network to explore the outcomes derived from such behavioural efforts. The researchers uncovered that destination leaders need to continually motivate other people within the destination network, and to also positively influence other network leaders to foster the development of new ideas and foster suitable opinion through the whole destination network. This approach seems emphasise the role of leaders' collaborative behaviour, through which better outcomes are achieved as individuals are more aligned with one another. From a strategic perspective, destinations might pursue competitive advantage through effective communication, diverse network characteristics, and positive influence of leadership. This approach to destination leadership and management shows signs of 'deliberate' actions and planning when compared to the emergent leadership approach. Further research insights are however needed to understand whether leadership development initiatives contribute to better network leadership functioning in tourism destinations.

In addition to the above conceptualisations of destination leadership, Benson and Blackman (2011) begin the 'shared leadership' discussion within the tourism context. The researchers assert that growth experienced at tourism destinations traditionally results in hierarchical structuring where governance acts as the control mechanism for all their destination actors. The hierarchical approach in the tourism destination context is perceived as not very effective though. Benson and Blackman believe that shared leadership approach should be promoted and fostered instead the traditional hierarchical approach, as through clear destination goals, empowerment, creativity and shared problem solving, destinations might experience better overall outcomes.

Building on the research in this shared leadership stream, Hristov and Zehrer (2015) investigate the role of destination management organisations (DMOs), which are traditionally seen in many destinations as the organisations frequently representing destination businesses, local government and community organisations (Del Chiappa & Baggio 2015). DMOs are purposefully structured organisations, responsible for facilitating the destination management process (Pechlaner *et al.* 2014) and governance (Beritelli & Bieger 2014). According to Hristov and Zehrer (2015), DMOs are a type of network within which individuals share decision making collectively for the destination; this approach is therefore showing signs of distributed leadership, which is seen as more cooperative when compared to the traditional hierarchical approach.

Hristov and Zehrer (2015) build on destination management and governance research and link leadership with it. According to these authors, the governance, management and leadership framework entitled as the 'DMO leadership cycle', could potentially bring the interested actors at a destination together in order to exercise leadership at destinations more effectively. Hristov and Zehrer (2015) strongly believe that other leadership alternatives that do not encourage actors to come together result in more uncoordinated outcomes as those emerge here and there on the basis of influential or more powerful actors. Kozak *et al.* (2014) also point out that leadership at tourism destinations needs to be seen more proactive to shape the destination more effectively.

Further building on Hoppe and Reinelt's conceptualisation of distributed leadership Hristov and Ramkissoon (2016) empirically investigated its state in a newly emerged tourism destination in UK. Through the application of social network analysis (SNA), the researchers found evidence that up to six different leader types such as network in-community leaders, network cross-community leaders, highly influential leaders, established leaders, emergent leaders and resource-empowered leader were positively contributing towards the formation of distributed leadership at the destination.

Zmysłony (2008) highlights that destination leadership should still involve one or more influential 'entities', which will provide and communicate the overall vision, inspire other individuals and groups towards tourism network and lead them towards attainment of common goals, actions or decisions. A significant leader is still required to inject the network with indispensable energy to continually strengthen individual and group cooperation and collaboration efforts. It is observed so far that leadership at tourism destination emerges purely as an activity of active individuals or groups, generally those who seem to have good knowledge, resources, expertise and entrepreneurial qualities (Zmysłony 2008). Clarke (2013) adds that both individual and shared forms of leadership can co-exist in the same system. However, the individual leader should play the role of facilitator and enabler to create the right conditions for shared leadership.

The literature review so far has shown that a systems approach, a network approach, shared leadership or distributed leadership, collective and complexity leadership approaches are believed to exist across different business contexts, including the tourism context. However, the boundaries between the various concepts are not very clear yet. Further empirical

research and research synthesis in this emerging tourism destination field are needed to better understand what leadership style and approach (e.g., individual or shared) contribute to more effective destination functioning on which current and future leadership program initiatives could be built on.

The foregoing literature review of the leadership development and the development and evaluation of leadership programs suggests as follows. It appears that transformational and transactional leadership styles are still playing an important part in the effective management of today's organisations. Both, tasks and relationships need to be effectively balanced for the achievement of desired outcomes. Trust, respect and ethical behaviour are important elements that contribute to employee satisfaction. In the context of complex systems or networks, effective leadership is seen to be the key to cooperative and collaborative behaviours, which are likely to contribute to more effective communication and collective-based actions and practices. If leadership development programs embed these leadership elements in the program content and foster both individual and collective leadership behaviours, the derived outcomes for individual learners, their organisations and their communities should be more effective than if program content was lacking an underlying leadership theory.

Although a suitable leadership style is believed to be important for laying down the foundation to development of effective leadership, additional leadership aspects need to be considered. Suitable leadership skills and behaviours should be incorporated into the content of leadership development programs to allow leaders to develop capacity to deal with the various business challenges effectively. Research into leadership skills and behaviours present that in addition to the suitable leadership style specific skills, additional skills are needed for today and the future. Day (2011) indicates that these additional leadership skills might be drawn from two different research domains: individual leadership skills, and the leadership process skills domain. Individual leadership skills call for the development of specific skills and behaviours that improve individual effectiveness, and overall leadership process skills focus on the development of social network functioning. The core idea is to help individual leaders to learn to relate to others specifically in the group environment, and to therefore achieve better outcomes through cooperation and collaboration (Day 2011).

According to Yukl (2012), leaders can achieve better outcomes if they exercise effective leadership. According to Stevenson (2010), effectiveness refers to a degree of achieved

purpose. In regards to the effectiveness of a leader, Orazi *et al.* (2013, p. 16) refer to it as the “leader’s ability to apply general and specific skills that respond to the expectations and demands of the organisation”. In other words, leader’s skills and responses affect organizational outcomes, and these outcomes determine the degree of leadership effectiveness within an organization. Within this research, leadership effectiveness is contextualised as the outcome or the ‘end of the means’. A leader is seen to be the necessary ‘input’ into the leadership process, and the ‘means’ or the between of the leader and the outcomes, is the leadership development program, which is the developmental intervention, through which effective leadership is achieved.

#### 2.2.4 Individual and collective leadership

This section focuses on two developmental leadership skills domains, individual and collective leadership (the process domains). A good understanding of each leadership skills domain may help the leadership development program developers and their stakeholders to decide whether to design a program that focuses on individual leader development, the development of collective leadership, or both.

##### 2.2.4.1 Individual leadership domain

Allio (2005) states that effective leaders have ability to establish and reinforce organisational values and foster the right employee behaviour. Effective leaders can also effectively communicate the vision and strategies, and build a community so employees feel engaged and involved in the workplace. In addition, effective leaders are also able to initiate and manage change to grow and sustain the organisation in long term. Allio (2005) further believes that effective leader displays good character, creativity and emotional intelligence. Character refers to the base of ethical behaviour with the signs of personal integrity, courage, honesty, and the will to do social good. Creativity is necessary to envision the future, which also helps the leader to inspire others to change, overcome challenges and make effective decisions. Emotional intelligence is needed to empathise with employees and stakeholders and therefore to achieve results in more effective way (Allio 2005).

Individual leadership therefore assumes the competence of specific skills and display of certain behaviours. Traditionally, leadership development programs emphasised those skills



and behaviours, which were identified by the various leadership styles (Orazi *et al.* 2013). For example, Holten *et al.* (2015) find that many organisations these days prefer to foster transformational leadership qualities in their leaders, over other leadership qualities. The research evidence highlights that more positive organisational outcomes are achieved when transformational leadership is present in organisations. This means that if an organisation decides to foster and develop a transformational leadership style through its training program, development of transformational behaviours needs to be included in a training program to achieve the desired organisational effectiveness.

Identifying the right skills and behaviours for a leadership development program may appear easy. However, over the years, many different skills and behaviours have been identified and it is hard to draw the line between what skills and behaviours are significantly better than others. It is not clear yet which skills and behaviours should be emphasised first, which are more important and why, and when should such behaviours be emphasised in the leadership development (Yukl 2012).

#### *2.2.4.2 Collective leadership domain*

Another way of looking at leadership effectiveness is by considering the leadership process that influences the outcomes of an organisation. In this case, organisational leadership is attributed to the social settings and the diffusion streaming from various efforts made by individuals, such as leaders, managers and employees in the organisation. Instead of individual leader role, interconnected relationships among members and networks are being emphasised in organisational effectiveness (Conger & Pearce 2003). It is believed that the group phenomenon decides what the group does, how it is done and the way people relate to each other. This shared type of leadership therefore focuses on the development of interpersonal skills and capabilities, rather than intrapersonal capabilities, as better relations skills and capabilities are believed to result in increased effectiveness (Yukl 2010).

In the network context, effective leaders are also required to foster the development of social networks. Ireland and Hitt (2005) state that leaders need to genuinely engage with their stakeholders to gain on trust, cooperation and improved effectiveness. Strong rather than weak relationships and partnerships are likely to result in better cooperation and stakeholder engagement. Ireland and Hitt (2005) also suggest that leaders need to coach within a

community to enable creation and sharing of information and knowledge. Lastly, leaders need to facilitate the functioning of groups and networks and manage competing interests of various partners to increase effectiveness for all.

Despite the differences between individual and collective skills and abilities, the two leadership domains should not be seen in isolation. According to Conger and Pearce (2003), intrapersonal skills, which are mainly emphasised in the individual leadership development, form the baseline on which interpersonal capabilities or the relational skills are built. Well-developed intrapersonal skills significantly contribute towards effective development of interpersonal capabilities, which may ignite development of collective leadership competence. Day and O'Connor (2006) posit that today's leadership development programs need to emphasise collective leadership approach rather than individual one as individual leaders may no longer perform effectively under the current complex and rapidly changing environment. Due to increased interconnectivity between organisational members and partners, responses need to be collaborative, yet agile. Day and O'Connor (2006) strongly believe that collective leadership development has a potential to increase co-worker effectiveness, which in turn leads to organisational effectiveness. Yukl (2010) reaffirms that organisational performance increasingly depends on the level of cooperation and coordination of various leaders belonging to a specific network. If leaders do not share common business objectives and have different priorities, the process of achieving organisational goals result in increased ineffectiveness.

### 2.2.5 Other leadership considerations

In addition to the individual and collective leadership domains, two other leadership schools of thought were identified in the literature, which advocate the development of other skills and behaviours. These are strategic leadership and psychological leadership schools. According to Kaiser *et al.* (2012), the strategic leadership view focuses on organisational aspects, such as strategy, structure, organisational culture, staffing and systems, whereas psychological view focuses on leadership effectiveness through social influence. Kaiser *et al.* (2012) state that the psychological perspective focuses more on the 'how' of leadership; how things get done. Positive psychology promotes trust, communication, inspiration and development of people and teams. The business approach on the other hand focuses on the 'what' of leadership, such as the clarity of strategy, ability to execute the planned strategy

and fostering culture of innovation. Through their research, Kaiser *et al.* (2012) find that the interpersonal aspects of psychological leadership view, and the organisational aspects of strategic leadership approach are important and indeed complementary components of effective leadership. Leadership development programs should therefore aim at developing both the ‘how’ and ‘what’ of leadership skills to achieve better outcomes.

#### *2.2.5.1 Leading effectively through emotional intelligence and positive attitude*

Sadri (2012) recommends integrating the concepts of emotional intelligence (EI) into current leadership development programs as individuals who display a higher level of EI are seen as more effective. Salovey and Mayer (1990, p.189) first introduced the EI concept, and define EI as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. The researchers believe that EI is attributed to one’s abilities and their model, the Mayer-Salovey-Caruso EI Test (MSCEIT) therefore assesses one’s ability of being emotionally intelligent. Bar-On (1997) took a different approach and combined abilities with traits. Bar-On (1997, p.14) define EI as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Bar-On’s Emotional Quotient Inventory (EQi) has however attracted much criticism as the model did not show an evidence of assessing the actual ability component. In addition, the model seems to have high similarity to the Big Five personality traits (Daus & Ashkanasy 2003). Overall, meta-analysis conducted by Joseph and Newman (2010) underlined that additional empirical research is needed in this area to see if there is a relationship between EI and job performance. Currently, none of the EI models can effectively predict better performance, which means that those leadership programs that contain significant amount of EI content should not be automatically assumed to be effective. Other measures of effectiveness should be utilised in leadership impact studies.

Despite the empirical limitations in the EI field, the leadership development community can benefit from the following. Frijda (2000) confirms that feelings and varied thinking are examples of emotions that trigger actions and reactions in individuals. These reactions are then reflected in different emotional expressiveness and result in particular behaviour. George and Brief (1992) find that leaders continuously affect other individuals’ feelings. For example, leaders infect others with energy if they are enthusiastic, but also make them to

experience distress if leaders are showcasing negativity. In the area of leadership styles, transformational leadership is believed to be one of the styles in which individual leader tries to positively arouse feelings in followers to drive their performance through good working relationships (Bass & Avolio 1994). Berson (2001) confirms that transformational leaders are likely to inject optimism, confidence and faith in their followers, which then reinforces the feeling of belongingness and working together, even during difficult times. Therefore, in order to drive performance through emotions, Van Rooy and Viswesvaran (2004) suggest that leaders develop a good level of EI to effectively lead others towards the achievement of organisational goals.

Riggio and Reichard (2008) argue that one vital skill that leaders should have is to be emotionally expressive, in order to effectively convey positive emotional messages to other people so they become more satisfied and productive. Along with being emotionally expressive, Rajah *et al.* (2011) further suggest that leaders need to regulate their own emotions in an authentic way, as true emotions are more likely to result in positive social interaction, satisfaction and efficiency. Leaders who are able to control own emotions, through what is said along with their body language, are seen as more effective leaders than those who say one thing and their body language suggests the opposite (Rajah *et al.* 2011).

Goleman (2015) conceptualises that effective leaders should develop skills, which will allow them to cultivate their emotional self-awareness, self-management, social awareness, and relationship management ability. Through well-developed self-awareness, individuals show the ability to recognise their own emotions and know how these affect their performance. Through self-control, leaders can manage their own emotions, keep calm and make clear-headed decisions. Leaders with well-developed self-awareness are generally seen as transparent, adaptable, achievement oriented, optimistic and able to initiate action. According to Goleman's conceptualisation of EI, effective leaders also have a well-developed social awareness. Social aware leaders show good level of empathy, organisational awareness and support others with service. Furthermore, effective leaders are able to foster and manage relationships by inspiring others through compelling visions and sense of common purpose; influence; development of others; advocate and implement change; manage conflict; and foster teamwork and collaboration (Goleman 2015).

Another construct that seems to contribute to outcomes of effective leadership is attitude. The research literature highlights that the right leadership attitude is needed to convincingly mobilise others towards goal attainment. Fiedler (1967) said that job contexts have effect on leaders' attitude, which then affects the leader's behaviour. In agreement with this finding, Zhang *et al.* (2014) confirm that job contexts continually frame and reframe leaders' attitudes about their jobs and their organisations, which then result in transformational or non-transformational leadership style and behaviour. Jin *et al.* (2016) in their study find that if leaders consistently experience pleasant feelings, which are imposed on them by their work environments, these leaders are likely to be more engaged in their roles and lead in more transformational way, therefore displaying the positive transformational behaviour. Such behaviour is specifically amplified upon the leaders' affective experience at work and their affective organisational commitment. Bono and Ilies (2006) further explain that leaders' moods affect followers' psychological mindsets through mood contagion which then reflects in consequential behaviours. This contagion process refers to a transfer of leaders' positive emotions to those of subordinates. Therefore, to effectively mobilise others towards goal attainment, leadership programs may foster the development of positive mood contagion capacity.

#### *2.2.5.2 Developing effective leadership through suitable leadership skills and behaviours*

Allio (2005) states that the core leadership skills that leaders need to aim at developing are often a target of many debates as the views are varied. A consensus is yet to be reached on what leadership skills are needed to develop effective leadership. The research literature that focuses on the leadership skills and behaviours is being continuously challenged by the changes in external (such as political, legal, economic, technology, socio-cultural and global changes and challenges), and internal environments (such as change in organisational structure, communication and culture), from which organisations are no longer immune. Various researchers call for new skills and capabilities to effectively deal with these ever increasing challenges (Robbins *et al.* 2014). Context equals leadership, meaning that the changing environment may indicate what leadership skills and competencies are needed at any given point in time. Broadly, it is recommended that updated understanding of the external environment (broad and industry) and clear understanding of the organisational context is made to identify skills which require development. Such findings should inform the development of leadership programs (Gurdjian *et al.* 2014).

The key research carried out in the area of effective leadership and specifically behaviours, which drive effective leadership is evidenced by Kets de Vries (2005), Kouzes *et al.* (2010), and Johansen (2012). Kets de Vries (2005) proposes ‘Global executive leadership inventory’ that contains twelve behaviours for effective leadership: visioning, empowering, energising, designing and aligning, rewarding and giving feedback, team building, outside orientation, global mindset, tenacity, emotional intelligence, life balance, and resilience to stress. In addition, Kouzes *et al.* (2010) advocate ‘The five practices of exemplary leadership’ model that calls for the development of ten key leadership behaviours. Overall, there are two behaviours under each leadership practice: in ‘model the way’ category, an individual leader must be able to clarify values and set a good example; in ‘inspire a shared vision’ the individual leader needs to show the ability in envisioning the future and enlist others; in ‘challenge the process’ the leader needs to show the ability to search for opportunities, experiment and take risks; in ‘enables others to act’ the leader must foster collaboration and strengthen others; and in ‘encourage the heart’ the leader needs to recognise contributions and celebrate the values and victories. Johansen (2012) yet calls for other leadership skills, which are more future oriented. The researcher advocates that current and potential leaders need to be able to: exploit their inner drive to build and grow things, and to connect with others in the process; see through messes and contradictions to a future that others cannot yet see; be clear about what is being done and be flexible in how it is implemented; turn dilemmas into advantages and opportunities; immerse in unfamiliar environments to learn from them; see things from nature’s point of view and to understand, respect and learn from its patterns; calm tense situations and engages people from diverse cultures; be open about what matters; create quick versions of innovations and celebrate success through early failure; create, engage and nurture purposeful business or social change networks through use of media; and last, seed, nurture and grow shared assets, which can benefit all actors.

Aiming to develop all these behaviours at once may be unrealistic; understanding the developmental needs of a given organisation may therefore enable the right selection of suitable behaviours. Rather than developing all possible behaviours, one specific model may provide a good guidance to leadership development and consequent leadership evaluation. For example, considering the current state of leadership in tourism destination context, the ‘Five practices of exemplary leadership’ might be a good choice, as this model is based on transformational theories.

The next section will review those elements which stem from the tourism destination research and literature.

#### 2.2.6 Conceptualising tourism-based leadership skills and behaviours

The mainstream literature already uncovered that different contexts call for different leadership skills and capabilities. The extant tourism research literature that identifies tourism-based leadership skills and behaviours in any synthesised manner is however lacking. Due to this reason, the following is an outline of skills and capabilities, needed in tourism field, as established by the reviewed tourism literature, and further underpinned by business literature findings.

Kolo (2014) highlights that tourism activities might be best managed in a cooperative and coordinated approach due to the structural foundation of the tourism industry and tourism destinations, which rely on multiple sectors and multiple actors. Researchers increasingly call for collective leadership to achieve effective performance within the networked context (Cullen-Lester & Yammarino 2016; Friedrich *et al.* 2009; Yammarino *et al.* 2012). Collectivistic leadership is a term that refers to any leadership form that engages two or more leaders working together (Yammarino *et al.* 2012). This may include shared leadership (Conger & Pearce 2003), distributed leadership (Gronn 2002) or collective leadership (Friedrich *et al.* 2009). Although the literature does not very clearly differentiate among the different collectivistic styles, Friedrich *et al.* (2016) now emphasise that collective leadership still has a focal leader, however this leader shares the leadership role with others.

A recent, non tourism-based empirical test was carried out by Friedrich *et al.* (2016) who examined how leaders and situational differences predict collective leadership behaviour, such as network development, better communication, and responsibility sharing. Based on the empirical findings, Friedrich *et al.* (2016; 2009) developed a collective leadership framework, which shows the pathways to effective collective leadership. The process starts with the focal leader who is needed to build and develop a well-functioning leadership network. Specific individual characteristics, skills and expertise are required to build and maintain the process of collective leadership. This was confirmed in Friedrich *et al.*'s (2014) later study that showed a positive relationship between the leader's personal qualities and the use of collective leadership behaviour (communication, network development and collective

activities). The findings showed that effective communication is particularly positively related to the collective leadership behaviour and the overall network outcomes.

#### *2.2.6.1 Communication skills and abilities*

Friedrich et. al. (2009, 2014) believe that communication is the base to all aspects of strategic decision making. Through communication, goals and objectives can be collectively identified; problems described and appropriate cause of action proposed. Through communication, the right skills and expertise within the network might be identified and opportunities exploited through collective efforts. Overall, through effective communication, collective leadership network might be developed and maintained as the relationships between all members are strengthened.

To rise the role of collective leadership, individuals belonging to a network leadership need to be able to agree on a set of communication norms, through which feedback and sharing of information should also be encouraged. Individuals within the leadership network should be open to others' ideas and be able to engage in collective discussions and decision making. Friedrich *et al.* (2014) highlight that little research evidence exists on communication within the field of collective leadership. For example, Kramer (2006) studied theatre groups and found that communication facilitates development of coordination of shared leadership. In a later study, Kramer and Crespy (2011) found that behaviours that facilitate establishment of collaborative norms, follower encouragement in the process of ideas generation, and facilitation of feedback, were the key driving behaviours of collaborative leadership. The study conducted by Friedrich *et al.* (2014) also confirms that feedback exchange and establishment of communication norms, as the specific examples of communication behaviour, lead to collective actions that result in better outcomes.

Zach (2016) studied small businesses and organisations in American tourism destinations and discovered that leadership that supports communication results in better tourism experiences, such as better information provision to tourists and better use of partner resources through the established business network. Small businesses and organisations are therefore able to contribute towards better experiences, facilitated through well-developed communication within the tourism network.



#### 2.2.6.2 Network development skills and abilities

Effective leader is required to build and maintain a well-functioning leadership network, in order to enable the development and functioning of collective leadership. Strong network is functional, once all the network actors interact with one another in a cooperative and collaborative manner. Communication is still the base of the network design process (Friedrich *et al.* 2014). Well-developed network might be therefore seen as the infrastructure that is required to link the resources and capabilities that in a combined manner enable better outcomes for all. This idea is supported by Friedrich *et al.*'s (2014) study that confirms that developed network positively results in collective leadership actions.

#### 2.2.6.3 Collective leadership actions

Well-functioning leadership network assumes effective activities exchange between the key leader and the leadership collective. Collective leadership actions therefore refer to the behaviours of the key network leader or the collective of leaders. This is when either the key network leader engages others in collective activities, or when collective of leaders share information and engage themselves and others in the various communication, activities and collective decision making processes. For example, Friedrich *et al.* (2014) find that collective actions within the leadership network result in behavioural outcomes, like decision acceptance, cohesion and collective efficacy.

Therefore, Friedrich *et al.* (2014) argue that communication, network development and collective leadership activities are the key ingredients for successful collective leadership that drives better outcomes. Friedrich *et al.*'s (2014) research suggests that individuals who are able to engage others in network activities are likely to foster collaborative leadership.

#### 2.2.6.4 Cooperation behaviour

According to Beritelli (2011), cooperative ability is considered to be among the most important capabilities within the tourism leadership repertoire. Leaders who display cooperative behaviour score highly on emotional intelligence, and are therefore able to work better with others. Individuals who score highly in the cooperative domain are more likely to distribute power to others on the team or within a network. Leaders who stimulate cooperation are capable of proactively stimulating the engagement and involvement of others

in the tourism destination development (Northouse 2013). The level of cooperation is however required to be set above the base line; if leaders cooperate with one another on a superficial level, the outputs of such effort would not be significant and may not lead to competitive advantage.

Pechlaner *et al.* (2005) identify five different forms of cooperative behaviour, which are “exchange of knowledge; exchange of specific experience; co-determination and impact on regional competence development; common utilisation of specific resources and acquisition of techniques and technologies of other regional players” (p.33). There appear to be similarities between these findings and the findings of Friedrich *et. al.* (2009). In both cases, it appears that it is the individual’s personal behaviour that is underlined by the skills in effective communication. Through effective communication, leaders are able to build and maintain good relationships with other individuals on the team and therefore help to develop a well-functioning network that uses its resources to achieve a better position in the competitive market.

#### *2.2.6.5 Collaborative behaviour*

Adding to cooperative behaviour, collaborative behaviour is another highly cited leadership aspect within the tourism literature. Leaders who are involved in a management of tourism destinations need to display collaborative behaviour as such behaviour tends to lead to better outcomes, such as improved management effectiveness (Hoppe & Reinelt 2010) and innovation (Zach 2016). Zach (2016) finds that collaborative behaviour particularly plays a critical role in innovation development among small tourism businesses and organisations in tourism destinations. The researcher discovered that collaborative innovation is achieved through effective inter-organisational communication. Communication is therefore the prerequisite for collaborative innovation. Further to this, Zach (2016) confirms that leadership is able to support and facilitate inter-organisational communication and therefore contribute to innovative destination outcomes. Communication is required to assure continuous and future oriented destination development through innovative practices and network actor inclusion and engagement. Thus, Zach (2016) recommends that the leadership in tourism destination develops an atmosphere that enables innovation and relationships with the various destination actors as both contribute to collaborative innovation.

In today's increasingly competitive business environment it is required to have the ability to innovate and to be strategic at the same time. The tourism literature increasingly emphasises innovative behaviour and strategic ability to contribute towards competitive advantage at tourism destinations.

#### 2.2.6.6 Innovation

Innovation in the tourism destination field focuses on new approaches and overall communication to, and with, customers and tourism destination stakeholders. Innovation streaming from networks and collectivistic leadership approaches is now starting to be of a great interest in the academia. See for example (Carson *et al.* 2014; Pechlaner *et al.* 2005; Romeiro & Costa 2010; Shaw & Williams 2009; Varra *et al.* 2012). A research evidence now shows that collective leadership (Friedrich *et al.* 2016), collectivistic leadership (Yammarino *et al.* 2012) and network cooperation amongst tourism destination stakeholders (Gibson *et al.* 2005; Pechlaner *et al.* 2005) result in more effective communication, stakeholder participation and better tourist experiences (Alonso & Liu 2012; Denicolai *et al.* 2010).

Pechlaner *et al.* (2005) find that cooperative behaviour is the underlining driver of innovation in tourism destinations. As destination network leaders and stakeholders engage in better communication and exchange information and ideas, new opportunities are being created in the process, which if exploited, are resulting in improved processes (e.g. better or more efficient way of doing something), new product or service development and better tourism experiences. Chen and Paulraj (2004) confirm that inter-organisational relationships are essential to cooperative innovation to develop and grow.

Well-functioning collective leadership is able to draw together various network leaders who collaboratively engage in resource-capabilities bundling, and therefore contribute towards the improvements of products, services, processes and experiences (Denicolai *et al.* 2010; Friedrich *et al.* 2009). Romeiro and Costa (2010) emphasise the importance of network actors working together to create unique tourism experiences. Tourism destination network that is able to develop and maintain creative culture is said to be better able to foster innovation which benefits not only the tourists but also the community (Varra *et al.* 2012). Svensson and Flagestad (2005) also highlight that when the destination network or the stakeholder partnership structure is open and inviting, and when collaboration and cooperation are being

encouraged, destinations are able to foster innovation more effectively. For example, Eisingerich *et al.* (2009) find that commitment to relationships between destination actors has a positive effect on focused innovation, including better income.

Carson *et al.* (2014) indicate that innovation process is however often shaped by the historical, political and current socio-economic system (rules, values, attitudes and practices) that may slow down the development of the ideal innovative culture at the destination. For example, Carson *et al.*'s (2014) recent study assessed a relationship between networking, collaboration and knowledge exchange behaviours, in Burra, a small town in South Australia. The three variables were studied to see if these are indeed the drivers of innovation. The study finds that the ties between destination actors are very weak and due to this fact, the innovation is very minimal at the destination. Due to the lack in connectivity between the various stakeholders, the new knowledge does not flow or is not being turned into opportunities. As this culture is evident for some time already, the attitude is hard to change. Carson *et al.*'s (2014) research shows that networking and collaboration are necessary ingredients for innovation to emerge. These researchers therefore state permanent leader is required to develop and maintain a functional network and to foster effective collaboration through various engagements and interactions. Enz and Siguaw (2003) confirm that collaborative inter-organisational behaviour can be developed through leadership support and the development and maintenance of inter-organisational relationships.

Networks, collective and collectivistic leadership approaches that drive knowledge exchange and management in between tourism actors are being described as the key drivers of innovation in tourism destinations. These key drivers are also seen as the emerging research field that calls for more empirical evidence to clearly establish how their application may result in competitive advantage (Shaw & Williams 2009).

Based on these findings it appears that today's leaders need to engage others in innovation processes to facilitate new or improved products, services and experiences at tourism destinations. To do this effectively, strategic capabilities might be also required. This is discussed in the next section.

#### 2.2.6.7 Strategic capabilities

Increasingly, innovation and strategic capability are associated with competitive advantage. Leaders that are able to respond to the changes in the business environment are better able to manage the various destination resources effectively and have better focused strategic orientation (Chathoth & Olsen 2002). Today's tourism leaders are expected to be visionary and able to conceptualise destination strategies. This capability requires conceptual skills (Northouse 2013), such as problem solving, expertise and reasoning (Anderson 2005). Analytical skills are also required, as destination leaders need to continually scan the environment for new trends, opportunities and threats, plus being aware of destination's strengths and weaknesses. Understanding which businesses and organisations have the right resources and capabilities that could be bundled when shaping strategies, can significantly enable the destination to reach its strategic objectives through innovative practices (Zehrer *et al.* 2014).

Leaders are also seen as the key developers and shapers of organizational culture. Supportive organizational culture is required as it enables information and knowledge exchange and also the development of innovative products, services and processes. This is supported by Yang (2007) who finds that leadership in fact plays a critical part in creating a collaborative culture that further enables the required flow of information and knowledge exchange and further drives innovation.

#### 2.2.6.8 Collective leadership capability

Leadership capability that sets the right structure and control plus encourages cooperative and collaborative behaviour within the destination is set to result in more effective destination management. High level of cooperation among destination leaders often results in destination's competitive advantage (Zehrer *et al.* 2014). When destination leaders work well with one another, and positively influence other destination actors such as the tourism and hospitality businesses and governmental organizations and leading them towards the set destination goals, on a continuous basis, the advantage that the destination is able to achieve is more sustainable. According to the resource-based view (Collis & Montgomery 2008) sustainable advantage is based on a bundle of resources and capabilities that are rare, unique, and hard to imitate; resources that are often intangible and based on the human skills are among those resources that could set organisations, and in this case destinations, apart from

its competitive set. Leadership capability that fosters effective organisation of strategic and innovative processes at the tourism destination should allow individual stakeholders to work with one another in more collaborative way (Borodako 2011). According to Zehrer *et al.* (2014), participation among destination members can be encouraged through effective communication strategies and through formation of positive work culture. Zach (2016) also recommends that guidelines can be developed and used to encourage and support future collaborative innovation.

#### 2.2.6.9 Knowledge intelligence

In a competitive tourism environment, travellers expect unique and quality experiences that meet their changing needs and wants. There is a need for destination leadership network to acquire, use and disseminate essential business knowledge to enable better decision making (Scott, Cooper, *et al.* 2008). Decision-making can be significantly compromised and opportunities missed if destination leaders do not work effectively with their knowledge system. Effectively-functioning leadership network and collaborative behaviour are the essential ingredients in generating knowledge from multiple stakeholders (Wilkinson 2008).

Zach (2016) for example, recommends creating a system that can inform the leadership about the key stakeholders that hold significant resources. Such system may enable the destination leaders to understand their key partners, which may lead to future development of new destination products, services and experiences. All destination network actors should be encouraged to actively communicate with one another and the key partners to pursue new relationships that may result in value to innovate.

Based on the above review of effective leadership, it is evident that both, individual leadership and collective leadership qualities need to be developed and fostered in tourism based environment in order to achieve better performance outcomes, including innovative products and services. It appears that Friedrich *et al.*'s (2009; 2014) framework dimensions of leadership skills, communication, network development, and leadership activities fit the tourism based environment well, and the leadership behaviour recommended by the tourism based literature seems to be also in a good fit with the mainstream leadership literature. In the tourism destination or network context, these skills and abilities might be therefore seen as the key indicators for leadership development and evaluation.

### 2.2.7 Summary

The current view of leadership in the tourism destination field could be summarised with the following convictions. Valente *et al.* (2014) argue that existing leadership theories and concepts need to be skilfully applied to the tourism field. They call for more research to take place and to expand the existing knowledge. Similarly, Zehrer and Raich (2010) in their conceptual paper call for empirical testing, as the theoretical ground in this field still needs to be developed. Valente *et al.* (2014) and Zmysłony (2014) believe that the various actors in tourism destinations need to be better led by leadership and that this is long overdue. According to other researchers, such as Beritelli and Bieger (2014), McGuire and Silvia (2009), and Gibson *et al.* (2005), there is a belief that network leadership exists, but only minimal empirical research examined the relationship between tourism network and leadership, or reported on leadership behaviours that fall into this emergent leadership category. Overall, according to Zmysłony (2014) only three research papers within the tourism context focused on leadership as the primary research subject between the years 1995 and 2013. In recent years, the situation has not changed much. The search of academic journals between 2014 and 2018 only returned five studies, which were attributed to one key author. All have focused on distributed leadership in Destination Management Organisations (DMOs).

The findings from the literature review are as follows. Individual leadership is mostly emphasised in the organisational context. It is evident that different leadership styles are used in organisations, such as hotels, to achieve better outcomes. Such styles mainly alternate between the transformational and transactional styles. Depending on the type and diversity of employees, business strategies and the dynamics in external environment, one leadership style could be more applicable than the other. This means that individual context of an organisation should be considered, along with each leadership style and their likely effects to design more effective leadership development programs.

In the network environment, it appears that transformational leadership style is preferred over the transactional style. The tourism context is noticeably different when compared to the organisational context as the leadership in tourism destination stretches beyond one individual and one organisation. Due to the systemic nature of tourism destinations, collective, complexity, shared or distributed leadership styles might be a better option over the hierarchical leadership style. It is also evident that networks might be formed naturally or

mobilised by motivated, inspired and engaging individual(s); and key significant leader should still exist and act as the facilitator of collective leadership. Overall, very little is known about the effectiveness of these leadership approaches and it is therefore recommended to conduct more empirical studies to get better understanding of these relationships (Cullen-Lester & Yammarino 2016; Hristov & Ramkissoon 2016).

Looking at the positive side, what is evident from the literature review is the importance and role of cooperation, collaboration, and distribution of power among the destination actors. It is important to achieve synergies between all destination players, balance between individual and collective goals, and development of cohesive destination network in which everyone is encouraged and motivated to come together. Various leadership skills and behaviours underpin network and destination functioning, which should be emphasised in the current design of leadership development programs to foster more effective leadership in tourism destinations. Hence, the following research questions are posed:

RQ1: To what extent does MTLP foster the development of key leadership skills and competencies?

RQ2: To what extent is MTLP enabling the development of a leadership model appropriate for the Australian tourism industry?

### 2.3 Training and development theories

With the rise in global uncertainty and demand that calls for constant change, organisations are turning to leadership development programs (LDPs), which are promoting to produce effective leaders. Allio (2005) finds that many LDPs claim to advance individual awareness, foster behavioural change and help managers to become leaders who can then effectively deal with today's challenges. However, only dearth of research evidence shows that LDPs can produce effective leaders. This part of literature review focuses on the training theories, which may help distinguish effective LDP efforts from ineffective ones.

The first part of literature review already outlined what leadership is and what leadership theories are likely to contribute to effective leadership. However, Allio (2005) stresses that leadership development is not simply about inclusion of leadership theories in the content of LDPs. In addition to the underlying leadership theory, other program elements, such as the



program design, learner's characteristics and attitude and the work context in which the development occurs need to be carefully considered in the LDP design for it to enable the learning participant to transfer the knowledge, skills and behaviours into their work roles effectively. Effective training programs are therefore programs, which can prove that program participants have acquired new knowledge, skills and behaviours during training and also transferred the newly acquired knowledge, skills and behaviours to their work contexts (Kirkpatrick & Kirkpatrick 2014). The transfer of training framework developed by Baldwin and Ford (1988) is a widely used in research, as it allows the researcher to study the extent of learning transfer and also the maintenance of learned knowledge, skills and behaviours.

Baldwin and Ford's (1988) transfer of training framework shows that individual characteristics (such as ability, personality and motivation), training design (such as principles of learning, sequencing, and training content), and work environment (such as support and opportunity to use the acquired knowledge and skills) all have a significant effect on the overall training outcomes, specifically the learning and retention of learning. Under these constraints, Baldwin and Ford (1988) posit that learning transfer occurs only when the newly acquired behaviours are generalised in the job context, and maintained for a period of time. Baldwin and Ford report that it is often assumed that transfer of learning occurs and that program participants continue to apply the learning for a long time. However, depending on the influence of the core variables of individual characteristics, training design and work environment, there might be up to five different training outcomes over a period of time. For example, some learners would return to their pre-training state after certain period of time; some learners would continue applying the learning but then stop and return to pre-training state; other learners may learn on the training but then quickly return back to their pre-training state; some learners can take longer time to return to their original pre-training state; yet some learners are able to take the learning to the next level where with time the transferred learning continues to rise as the learners become competent at mastering the training skills and behaviours (Baldwin & Ford 1988). The core transfer of training variables, such as the individual learner, environmental context, training design element, and stakeholders' perspectives are briefly outlined in next section.

### 2.3.1 Individual learner

Allio (2005) states that not every individual can be turned into effective leader. An individual who is self-motivated, displays positive attitude, morale, and displays drive for growth is more likely to develop the effective leadership capability. According to adult learning theories, leadership program participants need to firstly understand why they need to acquire new knowledge and learn specific skills, and also understand the value of such learning to actually engage in the learning experience (Caffarella & Daffron 2013). Gegenfurtner and Vauras (2012) reinforces that one's motivation can determine whether one will learn or not, and whether transfer of learning will occur. Specifically, if the learner is motivated to meet own personal or someone else's expectations; or to raise own ability to help the community; or to advance professionally, then it is believed that the learner will be more effective in acquiring the new leadership knowledge and skills.

It appears that individuals who engage in leadership development programs and are motivated to learn new skills are also more likely to contribute positively to their organisations though transfer of learning. However, it should not be automatically assumed that transfer of learning would actually occur. For example, Hotho and Dowling (2010) assert that individual learner's role, position held within their organisation, career stage, individual characteristics, self-esteem, and learning style could affect the overall learning and transfer outcome. For these reasons, leadership development program providers may need to scan the potential candidates to assess their compatibility with the program on offer to reduce the risk of failure. If program is targeted to wrong audiences, the return on investment may never be realised.

In addition to the individual characteristics, a consideration of the context within which the individual learner exists need to be considered as different environments, such as the training environment or the workplace environment may positively or negatively affect the transfer of training.

### 2.3.2 Environmental context

Hotho and Dowling (2010) highlight that the environmental context, in which leadership development occurs (training and post-training stage), is very likely to affect the individual learner's transfer of training. During the evaluation stage, such an outcome is associated with

the program's value; if the context environment does not support the learner to transfer the new knowledge, skills or behaviours to their work context, the program is viewed as ineffective. In this case, the environmental context refers to the participant's work environment, such as the organisation's organisational culture, communication flow, managerial support, and presence of learning reinforcement, such as managerial and co-worker support and reward. Overall, this means that if the individual learner is not supported and encouraged in their leadership development by the management team and other team members, the application of program learning might be minimal as it is discouraged and the learner is likely to return to the pre-training state. As per Robbins *et al.* (2014), contextual environment can either encourage or inhibit individuals in their applied learning. For this reason, leadership development program providers may need to inform the program participants about these possible challenges. The program participants may need to seek support from their superiors so they maximise the opportunities of transferring their learning into their organisation's context. Overall, these findings are also in consensus with earlier Baldwin and Ford's (1988) findings.

Further to the individual and contextual variables, the training design elements, such as the content, presence of other learners, program stakeholder needs, suitable program activities, opportunities to experiment with the new knowledge, and the destination contextual aspects need to be also considered to facilitate effective leadership development.

### 2.3.3 Training design elements and considerations

The review of the developmental research literature indicates that traditionally, LDPs have focused on the individual learner (Conger & Riggio 2007). Earlier developmental strategies aimed at developing individual's intrapersonal skills and abilities, which were hoped to contribute to better performance (Day *et al.* 2014). However, a noticeable change occurred in 1980s, when leadership involving several different individuals started to be viewed as an alternative leadership approach. As leadership has been noticed to be occurring within the social context and not a vacuum, meaning, it is often the result of networked relationships, other leadership elements started to be conceptualised as important in the leadership developmental domain (Orazi *et al.* 2013). Social or relational skills started to be therefore integrated into the context of leadership development efforts. Today, leadership skills that are encapsulated in these two leadership domains contribute to leadership effectiveness

(Crawford *et al.* 2014). Conger and Riggio (2007) argues that individual leadership development that concerns the development of an individual through the acquisition of emotional intelligence, suitable leadership skills, knowledge and attitude, forms the base to social and relational skills development. Based on these findings it is therefore recommended that today's LDP developers consider both leadership skills domains (individual and relational) and conduct a needs analysis to embed the right leadership skills into the content of the required LDP.

The literature also suggests that effective LDP design also includes the consideration of key program stakeholders before specific program goals and objectives are set. Thorne and Wright (2005) describe LDP as an intervention through which an identified gap between the current and ideal states of leadership capabilities is narrowed down. Effective LDPs are therefore programs that are able to meet the needs of various stakeholders, such as the program participants, program designers and developers, and organisations, which are being led by the participating program leaders. LDPs must be designed in a way to meet the pre-established goals and objectives set by the relevant program stakeholders (Kaufman *et al.* 2012). Mumford *et al.* (2000) state that LDPs should be first planned in accordance to the developmental needs and goals of an organisation requesting leadership training. Depending then on the various organisational needs and close stakeholders' interests, the content and method of delivery should be carefully crafted. This means that leadership developmental needs in one organisation might be significantly different to another organisation. Within the extant literature Leskiw and Singh (2007) find many organisations often develop their programs in-house. Through this approach, organisations are more likely to align their program goals and objectives with identified leadership needs. Organisations taking this approach are therefore more likely to achieve congruency and better effectiveness through their leadership development efforts (Leskiw & Singh 2007). In a situation, where a program is designed for participants belonging to other external organisations, the effectiveness might be compromised if any of the program stakeholders perceive that their goals were not attained sufficiently through the training intervention (Kaufman *et al.* 2012). Therefore, in the networked context, where a leadership development activities are designed for managers and leaders belonging to different businesses and organisations, it is important to engage with key stakeholders who will help to define the needed leadership and therefore help to maximise the effectiveness of the leadership development efforts.

Allio (2005) further stresses that LDP designers consider the inclusion of activities, such as real-time experimentation, reflection and dedicated practice of taught learning. An information-based approach to training that only aims to offer a cognitive understanding of the key leadership theories and leadership qualities contributing to development of suitable behaviours should be avoided. Allio (2005) states that surface cognitive learning is unlikely to result in long term change as the LDP participants are very likely to return to their former behavioural patterns. Thus, LDPs should serve to develop an awareness of what effective leaders do now days (e.g., emphasise the relevant leadership theories, approaches, and skills and behaviours to effectively perform in their leadership roles), but also enable one to develop in their best possible way to achieve better performance outcomes.

In addition, Bandura (1977), a proposer of social learning theory, also suggests that individual learners engage in learning with other like-minded individuals. Black and Earnest (2009) find that individual participants learn through observations, modelling of others' actions and behaviours, cognition and the reinforcing environment. Black and Earnest (2009) also find that learning in the social context results in improved self-confidence, actual behavioural change, development of powerful or influential relationships and feeling of mutual purpose. Overall, as these aspects collide, change is achieved and might be noticed within the individual learner, the organisation, and if significant enough, the wider community as well. For this reason, leadership development program providers may need to strategically facilitate the right classroom environment that will effectively foster participants' learning and transfer of knowledge through social interactions and engagements.

Allio (2005) further states that leadership program participants learn best from the trial and error approach, so the program should consider an inclusion of suitable learning challenges. Allio (2005) also recommends including a mentoring component within the LDP content to enhance the overall developmental outcomes. This may also help to maintain the training transfer for a longer period of time, as conceptualised earlier by Baldwin and Ford (1988).

LDP designers should also use metrics, which clearly define what leadership elements are needed (e.g., leadership style, approach, skills, knowledge) for what leadership program, as this will not only guide the program development and leadership development but also the evaluation of the program and leadership effectiveness. At the initial stage, the use of metrics can guide the selection of suitable leadership skills and knowledge, which would form the

content of LDP. However, once the set of needed leadership skills is identified, the program developers also need to consider how such skills could be effectively turned into the needed leadership competencies. In this case, Allio (2005) emphasises the importance of practical application. Program designers need to understand that simulated environment may not effectively facilitate such development as the real business challenges are surrounded by other external and internal forces that need to be a part of the leadership developmental process; these variables are often excluded from the simulated learning environment.

However, it appears that additional element needs special attention in situations where LDP is designed for individuals belonging to business network, such as the tourism destination context, as individual learners would come from more varied work environments and rather than just meeting their organisations' needs, they might be expected to meet the needs of their destinations and communities. It is therefore conceptualised that stakeholders' perspectives and support should be an additional aspect to the existing considerations as it may also affect the transfer of training and the outcomes eventually.

#### 2.3.4 Stakeholders' perspectives

The literature indicates that various stakeholders and their relationships have an influence on decision-making and organisational outcomes, which can either turn to be positive or negative. The management literature frequently identifies shareholders, customers, suppliers, employees, media, regulators, communities and others as example of stakeholders. Robbins *et al.* (2014) define stakeholders as “any constituencies in the organisation’s external environment that are affected by the organisation’s decisions and actions” (p. 92). Burns *et al.* (2004) assert that organisational goals might be achieved more effectively if leaders anticipate their stakeholders’ competing or conflicting interests and yet at the same time preserve own organisational goals. The following vignette demonstrates the conflicting interests of various stakeholders.

Managers from across a local business network attend a third party’s leadership development program as they realise the need to enhance their leadership skills and competencies in order to become more effective in their network leadership roles. Bass & Bass (2009) define network as “a set of people connected by friendship, influence, work or communication” and “networks are composed of people or stations and links between them” (p.850). In the

leadership development context, managers and leaders form a new network as they embark on their leadership program journey. However, this network can also be a part of another network, such as the existing network of community leaders. Therefore, businesses, which sponsor network individuals to attend a leadership development program may hope that these leaders would develop the ability to raise their organisational effectiveness; on the other hand, local government or the local community may want to stimulate the activities of local businesses through cooperation and collaboration so the flow on effects benefit the wider community through increased economic performance. Apart from economic gains, leadership development program providers may wish to grow effective leadership across the business network over time so all stakeholders benefit in the long-term. According to the stakeholder perspective, if the leadership program provider only considers its own individual business goals and ignores the developmental needs of their key stakeholders, the leadership program may be found ineffective as its design only meets a small part of the stakeholders' community needs. A research conducted by Reinelt *et al.* (2006) titled "*Evaluating Outcomes and Impacts: A Scan of 55 Leadership Development Programs*" reports that only a small proportion of leadership development programs indeed are developed through consultations with key stakeholders. The report states that greater outcomes in fact can be derived from shared understanding and agreement on what leadership development program should aim to achieve.

In addition, Leskiw and Singh (2007) find that best-practice organisations (in non-tourism based context) undertake the leadership needs analysis with the engagement of their stakeholders to clearly identify what leadership style is required, taking also in consideration the context of the business network, its environment and the desired culture. Based on the goals identified for the particular network, the leadership program developers then start designing or changing the leadership development program content and select delivery methods to effectively meet the identified needs. Consequently, if all the stakeholders engage in identifying the key elements of effective leadership and outline the current leadership gaps within the network together, a leadership development program can be created to support the network strategy and direction. It can be conceptualised that if the LDP training is further supported by the business network or destination community and the learners are supported in the learning and its transfer, achievement of common goals might be more likely.

### 2.3.5 Summary

It is evident that leadership needs (e.g., leadership styles, approaches, skills, knowledge, attitude, behaviours), transfer of training considerations, LDP design, and suitable program developmental approaches are all significant elements which jointly contribute to effective development of leadership (Kirkpatrick & Kirkpatrick 2014; Stufflebeam & Coryn 2014). It is therefore believed that these elements and the understanding of relationships between them would better inform the success of a program. Baldwin and Ford (1988) argue that if LDP developers do not conduct sufficient needs analysis and do not link the identified leadership needs with LDP objectives, the learners will then be exposed to knowledge, skills and behaviours, which may lack relevancy in their work environments. Therefore, if the LDP content is not valid, learners might be able to acquire and transfer learning that is inappropriate for their effective role performance.

In other words, if leadership needs are not clearly identified, any developmental efforts might be irrelevant. If developmental approaches are not in fit with LDP objectives and suitable content, the program may be of little value as it produces unintended outcomes. Consequently, leadership needs analysis and the analysis of the transfer of training need to inform and guide the development of LDP design. The content of the well-designed LDP needs to be then delivered in the most suitable manner so the program participants are able to transfer the training knowledge, skills and behaviours in their work environment (organisation), community or business network contexts. Overall, Burke and Hutchins (2007) highlight that detailed empirical studies are still needed to explain how training design influences the transfer of training. Hence, the following sub-question is posed:

RQ3: Is MTLP's training approach enabling learning and transfer of learning?

Developing effective leadership through well-designed tourism based leadership development programs also requires an effective evaluation method to know what works and how the developmental initiative contributes to individual and other outcomes.



## 2.4 Program evaluation

Although leadership development programs might have been underpinned by relevant leadership theories and be perceived as well-designed overall, the real benefits derived from the program initiatives would be only known once an evaluation is completed; success cannot be automatically assumed. If program is to be seen of a significant value, the knowledge, skills and behaviours learned through the LDP must be generalised and maintained in the work context over time (Baldwin & Ford 1988). The program impact and transfer of learning should be effectively evaluated at individual, workplace, tourism destination and community levels, while taking into consideration the internal (individual learner) and external variables (program design, work environment, and stakeholder considerations). In order to come to the conclusion of whether a program is effective or not, program evaluation needs to be carried out. This final section of the chapter therefore reviews the program evaluation theories to establish if suitable model exists to evaluate tourism-based or network-like leadership programs, hence, to be able to explain how such programs contribute to leadership development and program specified outcomes, such as the development of individual and collective leadership approaches.

Broadly, program evaluation refers to a judgement made about the value of a program (Cook 2010). More specifically, Rossi *et al.* (2004) define program evaluation as “a social science activity directed at collecting, analysing, interpreting, and communicating information about the workings and effectiveness of social programs” (p.2).

Fundamentally, program interventions are about change and program evaluations try to assess if a change occurred and to what extent. For example, program participants undertaking a leadership development program are interested in change, such as personal developmental change (individual) or change that results in better organisational outcomes (business or organisational). Depending on the type of program, other stakeholders, such as the community might be also interested in program change as they hope the program results in improved societal outcomes. Ultimately, Frye and Hemmer (2012) state that program evaluation should aim to assess whether change is occurring, and to inform whether the change is successful. Kirkpatrick (1994) outlined four training levels of outcomes, representing the nature of change. These levels are: (1) individual learners’ reactions to the program they participated in, (2) the learning that was acquired through the program, (3) the

behavioural changes that occurred as a result of the training program, and (4) the overall greater impacts that were produced after some time from the end of the program completion.

In reviewing evaluation theories, the literature suggests that good understanding of such theories enables better understanding of how the different evaluation models work and what evidence would need to be collected to produce relevant data and findings. The underpinning theoretical knowledge therefore informs the selection of suitable model needed to fit the program scenario.

#### 2.4.1 Program evaluation theories

Rossi *et al.* (2004) state that many social research methods have been adapted to the field of program evaluation over the years to help study social interventions. Theories, upon which many program evaluation models have been built on over the years include reductionist theory, system theory, and complexity theory (Frye & Hemmer 2012). To select a suitable theory, the literature suggests considering the type of program that is being evaluated as such program might be either of complex or not so complex nature. Therefore, complex nature would call for more sophisticated model as simple model in such situation would only produce rudimentary findings. For example, the extant literature often refers to educational and medical programs as very complex, due to their reliance on external and internal forces and their involvement of various stakeholders. Externally, political, legal, social and cultural aspects can significantly shape the required program design and outcomes, whereas internally, the program design and outcomes might be shaped by program resources and participants' motivations, characteristics and their interactions with one another and the interactions within their usual environment (Coldwell & Simkins 2011). The following sections discuss three theories, which have been used most commonly in educational evaluations and are frequently used today.

##### 2.4.1.1 Reductionist theory

Early evaluation models were built upon the reductionist theory (Stufflebeam & Coryn 2014). In the early days, it was believed that programs could have been separated into multiple parts and then studied once outcomes and the individual program parts were identified. Based on program findings, cause and effect associations were made to predict future outcomes. It was

believed that more desirable outcomes could be achieved if modification was made within one of the program parts. Overall, the reductionist models are seen as linear as every consecutive evaluation stage is affected by the previous stage. However, the models in this category are seen as simplistic as they ignore other external and internal variables, which usually affect the program outcomes in the tourism field. According to the reductionist theory and its way of thinking, the program success or failure is explained once the relationships between program parts and program outcomes are established and analysed (Frye & Hemmer 2012).

#### *2.4.1.2 System theory*

System theory is another theory that helps researchers to understand the workings of educational programs. The system theory was developed out of the limitations, which were apparent in reductionist-based models. Here, the system theorists believe that the “whole is greater than the sum of its parts” (Frye & Hemmer 2012, p.290). In other words, the relationships between and among the various parts and their environment are also important and need to be studied to better understand the program outcomes. Bertalanffy was the first to conceptualise the systems thinking theory in 1920s. Although the concept was rooted in biology, the system’s theory was soon applied to research of social sciences. From the system’s theory perspective, Frye and Hemmer (2012) define educational program as a “social system composed of component parts, with interactions and interrelations among the component parts, all existing within, and interacting with, the program’s environment” (p. 290). The evaluation models falling into this category assume non-linearity as the ultimate outcome can be achieved from several starting points (areas) and through variety of different approaches (Frye & Hemmer 2012).

#### *2.4.1.3 Complexity theory*

Despite the theoretical advancements in the research of social science, yet another theory is contributing to today’s thinking and understanding of program outcomes, the complexity theory. Complexity theory further attempts to study the principles that exist across a variety of systems. Cooper and Geyer (2008) see educational programs as ‘emerging’ as they are continually affected by internal and external factors encapsulating the program, and are therefore in a good fit with the complexity theory. Educational programs adapt to their

contexts and lead to new emerging behaviours and outcomes, which are not easy to be predicted as they are influenced by program participants' interpretations and their ultimate actions. In other words, what people learn in an educational program might be different to what was originally planned. The key distinction between the traditional reductionist models and the complexity models is that the later models are affected by the open environment and cannot be isolated from the influencing forces; programs do not coexist in vacuum. Due to the presence of constantly changing environmental factors, educational programs are always evolving and cannot be seen as static tools to intervention. This then suggests that program evaluations need to take in consideration external and internal variables to produce useful findings that could enhance future practice and the program evaluation field (Cooper & Geyer 2008; Frye & Hemmer 2012).

Elaborating on the external and internal environments, examples of factors that might be considered in a complex situation, such as the evaluation of leadership development programs, include individual program participants' traits and motivations, role of stakeholders, the changing nature of context knowledge (e.g., advancement in individual and shared leadership knowledge), and knowledge of suitable developmental approaches (Cooper & Geyer 2008). Leadership development programs should be viewed through the lens of complexity theory because (1) individual learners have different motivations, traits and aspirations (e.g., from individual development to better business and improvement of community needs); (2) program design and learning and developmental approaches might yield to different intensity of outcomes; (3) workplace context may support or inhibit transfer of training; and (4) expectations of various stakeholders, such as business owners for which program participants work or who sponsor program participants, and community that expects solutions to current problems might all influence the expected developmental needs and intended outcomes for the participants. Mennin (2010) reiterates that the overall program cannot be explained through the study of individual program parts but instead by the interactions between these parts to evaluate the success of the whole program.

Looking again at the three different evaluation theories (constructionist, system and complexity theory), Coldwell and Simkins (2011) stress that program evaluations today should not only consider the 'what' of the educational program, but also the 'how' and the 'why' of the program. It is no longer sufficient to identify program's intended outcomes and measure whether these or not have been achieved, but also to uncover the combinations of

context and the underlying program mechanism to understand how the program works and why it works. The key difference between simple reductionist models and the more sophisticated models rooted in complexity is that complexity theory helps to understand the emergent, messy and nonlinear educational developments and help to explain how the various interactions result in the program outcomes and impacts. Doll and Trueit (2010) also urge researchers to move away from the application of traditional and simplistic models, to complexity theory based models, to better understand or explain the educational program phenomena. This move requires researchers to construct evaluation models, which accommodate program's true complexity and therefore view the educational program from relational perspective rather than seeing the program as an event (Doll & Trueit 2010).

#### 2.4.2 Evaluation models

The most widely applied evaluation models in the educational field are the Kirkpatrick's four-level model, the Logic Model, and the CIPP model. Broadly, all these models have a potential to guide the analysis (to a different extent) and the documentation of the changes and outcomes associated with the program, and to also inform the program's improvements.

##### 2.4.2.1 Kirkpatrick's four-level model

Kirkpatrick's four-level model is widely used by practitioners and researchers in the educational field. It is underpinned by the reductionist theory with the core being four outcome categories, which provide focus for the collection of needed evaluation data. For example, the first level entitled as 'reaction' refers to the collection of data that would suggest the extent of learner's satisfaction with the program. Such data can be collected at the end of each program session or at the end of the program completion. The second level entitled as 'learning' then calls for collection of data that would provide evidence of learning (e.g., knowledge gained, skills improved) attributed to the program. The third level entitled 'change' calls for collection of data that would form an evidence of changed behaviour. The last level calls for a significant evidence that outlines what 'outcomes' resulted from the program, sometime later (Kirkpatrick 1994; Kirkpatrick & Kirkpatrick 2014). Although Kirkpatrick's model provides a clear focus in the area of program outcomes, the model is criticised as it excludes the consideration of important learning variables, such as the individual learner's motivation, traits, prior knowledge, work context, and even the

relationships between the program design parts (Collins & Holton 2004). The model is therefore unable to guide the formulation of explanation of why the program is successful or effective.

#### 2.4.2.2 Logic model

The next model that is also used in the educational field is the ‘logic model’, derived from the system theory (Frechtling 2007). Its core program parts consist of inputs, program activities, outputs, and program outcomes. The program parts are linked with relational ties however such ties are at the basic level only, one directional and exclude any feedback loops. The model is often used in program planning rather than just program evaluations. When compared to Kirkpatrick’s model, the planning part can be seen as a strength of the model as the program design is more strategic and would assume more effective achievement of program outcomes. For example, once the program outcomes are established (e.g., short-term, mid-term, long-term), the program designer can logically think about the products or services (e.g., a number of learners completing the program), which would most likely, in the context of the program, contribute to the identified program outcomes. The designer would also think about the relevant activities, which would most likely contribute to desired products or services. At the end, the designer would then consider all the inputs (resources) needed for the program activities, which would then lead to program outputs and outcomes. The model also suggests that the program objectives would be in better fit with program outcomes, which may further suggest program effectiveness. However, if the program logic is followed too strictly, needed program changes or other unintended outcomes may not be spotted during program implementation, which might be seen as a lost opportunity in the improvement area.

#### 2.4.2.3 CIPP evaluation model

Literature review in the field of educational development and evaluation identifies the Context, Input, Process, Product (CIPP) model developed by David Stufflebeam as the most credible, useful and widely used evaluation model (Zhang *et al.* 2011). According to Stufflebeam and Coryn (2014), “the CIPP model is configured to enable and guide comprehensive, systematic examination of social and educational programs that occur in the dynamic, septic conditions of the real world” (p.336). The model first appeared in the

literature in 1971 (Frye & Hemmer 2012) but since then updates have been made to it to provide better guidance to those in the evaluation field. As Alkin (2013) reports, the model is still a work in progress as Stufflebeam painstakingly continues to advance the evaluation theory to better guide the study and practice of evaluation. The model consists of four dimensions or evaluation categories, which are Context, Input, Process and Product. For each evaluation Stufflebeam developed a set of evaluation tools, which are to guide the researchers' evaluation studies. According to Stufflebeam and Coryn (2014), the model is broad enough to allow evaluators to apply it to various programs and contexts. Over the years, the mode has been tested in different research fields, and strengthened over the time, and is supported by theoretical and practical literature.

As this thesis aims to evaluate the effectiveness of a program that falls within the complexity domain, the CIPP model can be considered as most appropriate for this study.

### ***CIPP model***

The abbreviated CIPP term stands for 'Context' (the context within which program exist), 'Input' (the necessary elements needed for effective intervention, such as resources), 'Process' (the execution or delivery of what was planned), and 'Product' (the actual intended and unintended outcomes). The usefulness of the model has been demonstrated through research over the years, including its continuous application today in diverse research fields. The CIPP model is considered as one of the most credible models suitable for evaluation of programs (Stufflebeam & Coryn 2014), including those programs operating within complex environments, such as the educational and medical fields. The strength of Stufflebeam's mode is in its logic and non-linearity. The model includes four different areas which logically guide the program developers through their program design, and at the same time enable logical and staged evaluation. Although the model's four distinct areas are complimentary, they are also independent from each other. For example, evaluation of program process is not reliant on the completion of the previous category, such as the program inputs evaluation. Therefore, depending on the program evaluation needs, evaluator can consider one or more of the evaluation categories instead of all four. However, to fully understand the strengths and weaknesses of the whole program, all evaluation stages are recommended. It is also believed that to generate new knowledge about the program outcomes and impacts, and understand how the program aspects result in phenomenon, all four evaluation stages should be completed. The CIPP model further allows the researchers to consider the relationships

between the model's evaluation stages, which may further generate new data and inform the program developers about possible program improvements. Overall, the CIPP program evaluation is not only able to describe the state and extent of intended and unintended outcomes but also lead to suggested improvements, and generation of new knowledge (Frye & Hemmer 2012).

In education, the CIPP mode has been adapted to evaluate various educational programs (Stufflebeam & Coryn 2014). For example, Neyazi *et al.* (2016) applied the CIPP model to evaluate the quality level of undergraduate courses at Tehran University of Medical Sciences. It was found that there were many problems as perceived by students and graduates. The researchers made recommendations to improve the undergraduate course design. Similarly, Yarmohammadian and Mohebbi (2015) evaluated the health situation of an information technology course within a master's degree in medical sciences universities, using the CIPP model, the authors indicated that continuous evaluation can significantly contribute to analysis of strengths and weaknesses, which if acted upon, can improve the course quality levels. Zhang *et al.* (2014) applied the CIPP model to the evaluation of service-learning programs, programs that are to support students in their learning at university level. The authors positively reflect on the application of the CIPP model, stating that it gives evaluators the ability to systematically collect and analyse relevant data on which improvements are then made. Without such guidance, the authors believe they could have easily failed to consider important program aspects, which would ultimately reduce the evaluation effectiveness.

Over the years, the application of CIPP model to leadership based development programs has been limited. The search of academic databases only returns one relevant PhD study by Briggins (2010) who evaluated the impact of a leadership development program for refugee women, using the CIPP model. In this study, Briggins collected data from various stakeholders to assess the impact of transformational-based leadership learning on the refugee community in America and in society as a whole.

To date, no suitable evaluation model appears to exist to guide effective evaluation of tourism-based or network-like leadership development programs. Evaluation studies documenting effectiveness of leadership development programs that have been designed to fit the tourism destination context have not yet been reported on in the extant research literature.



Evidence is therefore needed to understand what type of leadership exist in tourism destinations, how such leadership emerges through LDP facilitation and how can leadership program better support the development of effective leadership and achievement of destination goals. Despite the wide application of CIPP model in evaluation studies, the model is seen as too broad to guide the development of leadership. Additional guidance is needed to help leadership program developers and evaluators to navigate through the various leadership theories and models to conduct an effective evaluation of leadership development. In this study, the researcher therefore expands the original CIPP evaluation model with relevant leadership models and measures to evaluate the effectiveness of a tourism-based leadership development program.

Based on the review of the leadership literature, transformational leadership is one of the preferred leadership types applied in the tourism context. Considering all the transformational leadership models, Kouzes and Posner's (2002; 2007) model, the 'five practices of exemplary leadership' seems an excellent fit with the tourism destination context. Kouzes *et al.* (2010) express that leadership is a relationship; sometimes one to one and other times one to many. The researchers believe that transformational leadership can be developed, and one can become more effective once mastering a set of five leadership behaviours. These behaviours include: 'Inspire a shared vision', 'Model the way', 'Enable others to act', 'Challenge the process', and 'Encourage the heart'. The current study therefore uses the Kouzes and Posner's (2002; 2007) model, the 'leadership practices inventory' (LPI) model, to evaluate the state of program participants' leadership and how this contributed to their overall development.

The five leadership behaviours were turned by Kouzes and Posner (2002) into an assessment scale that is used to assess individual's behaviours across the five leadership practices. Several research studies used the tool in leadership development impact studies and findings were used to inform leadership development. The tool has been widely tested and its reliability and validity is well established in the literature. All five leadership practices are measured by six items on a ten-point Likert scale (1 = almost never, 10 = almost always), where each subscale score ranges between 6 and 60, with higher scores indicating better leadership ability. Participants involved in the evaluation are asked to self-report on their own leadership performance. Overall, when evaluating the transformational leadership behaviours through this model prior to an intervention and again at the end of the program, the extent of

leadership growth might be assessed across the five behavioural dimensions. It is also possible to do comparative studies that use the same model but in a different context. Hence, the following research question is posed to find whether personal characteristics of the program participants, such as gender, age, education, and their leadership role, affect their perception and the rating of the transformational leadership they exemplify.

RQ4: Do gender, age, education and a leadership role influence the self-rating of participant's transformational leadership?

Combining the CIPP evaluation model with the current form of Kouzes and Posner's (2007) transformational leadership model, it might be therefore possible to establish whether and how the current tourism-based leadership program's objectives are being attained. However, the researcher believes that the collaborative behaviour needs to be further explored in this leadership program context as the tourism literature places a great significance on this behaviour.

To understand what form of collective leadership approach streams from the tourism-based leadership program, the researcher refers to Hoppe and Reinelt's (2010) leadership network conceptualisation to explain the collective leadership formation from the MTLP program. Hoppe and Reinelt (2010) proposed four distinct leadership networks: peer leadership network, organisational leadership network, field-policy leadership network, and collective leadership network. Peer leadership network is described as a system of social ties based on connections developed through shared interests or experience. Organisational leadership network refers to social ties developed among members from outside the formal organisational structure. The formation of 'community of practice' work groups is to support the organisations to enable more effective production of products and services. Field policy leadership network refers to a group of leaders who are committed to influence the policy and therefore shape the environment within the social system. The last collective leadership network is described as a self-organised system of social ties that is driven by a shared destination goal (Hoppe & Reinelt 2010). While Hoppe and Reinelt (2010) focus on the conceptualisation of leadership network and their evaluation, empirical research is needed to further build on these concepts.

In order to assess the program's outcomes and impacts (product evaluation) in more systematic and comprehensive manner, the researcher builds on seven levels of training performance proposed by Armstrong (1996). In her work, Armstrong expanded the four outcome levels of Kirkpatrick (outlined earlier) to seven levels, thus, offering a better guidance to what results are to be measured and performance indicators to be selected. These levels include (1) reaction, (2) learning acquisition, (3) behavioural intention, (4) work behaviour, (5) changes in others, (6) organisational change, (7) impacts on organisational performance. Reaction refers to the satisfaction with the program. Learning acquisition relates to the knowledge and learning skills. Behavioural intention refers to the intention to apply or use the learning in workplace. Work behaviour relates to the evidence of change whether the learnt skills are used in the workplace. Change in others refers to an evidence of influence on others; in other words, was the trained individual able to bring about a change in others? Organisational change relates to a change that occurred within the organisation, such as change in organisational climate. The seventh level entitled as performance refers to outcomes linked specifically to organisational goals and objectives, thus, affecting the overall performance, both positively and negatively (Armstrong 1996). Although not all levels need to be assessed at one time, collecting data in line with each level would produce data that can be compared with past performance and other available benchmarks. Hence, the following question is being asked:

RQ5: Is MTLP contributing to outcomes at individual (personal level), workplace, tourism industry and community levels?

#### 2.4.3 Summary

Based on the review of program evaluation literature, an evaluation of developmental programs is not very straightforward due to the availability of varied evaluation theories and evaluation models. The literature recommends selecting a suitable theory and model that will fit the context of the studied program. Within the educational field, the CIPP model appears to be the most suitable and credible model used today. However, to evaluate leadership development, the CIPP model does not provide enough guidance to understand how leadership develops or how it can be assessed. This thesis therefore draws on the current leadership theories and models identified in the literature and embeds these in the original CIPP model to effectively evaluate tourism-based leadership development programs and

initiatives.

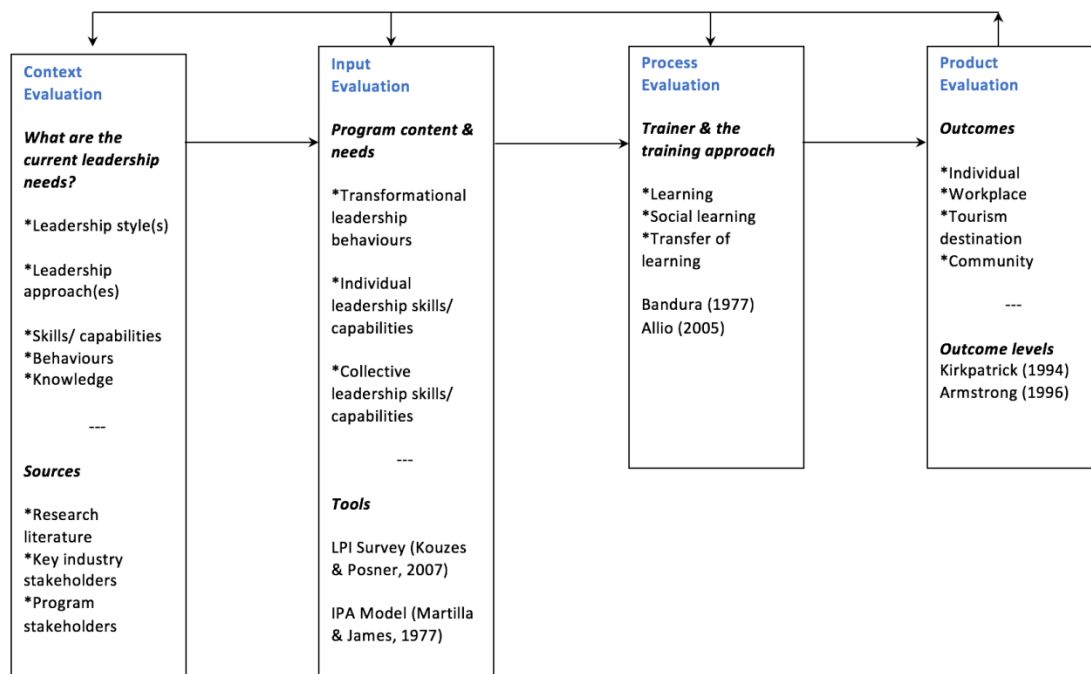
Drawing on the themes identified in the leadership literature, the CIPP model specifically embeds the transformational leadership behavioural model developed by Kouzes and Posner (2007) to evaluate the extent of leadership development. In addition, this extended model includes measures to assess the relevant leadership skills, capabilities, and knowledge identified as important by the tourism practitioners and also the reviewed literature. These specific skills and capabilities are used as the anchors to evaluate the extent of their development.

Overall, the CIPP evaluation categories and the inclusion of relevant leadership elements will provide a holistic approach to the assessment of impacts derived from leadership program initiatives. This approach is in line with Coldwell and Simkins' (2011) recommendations, which call for a heuristic exploration of how a developmental program works by identifying and taking note of key variables and their relational ties. Ultimately, this program evaluation will address the 'what', 'how' and 'why' of leadership development. Hence, the following key research question is posed:

**Key Research Question: Is the Melbourne Tourism Industry Program effective?**

## 2.5 Conceptual framework development

Based on the reviewed literature, a conceptual framework has been developed to guide this research study, focused on the evaluation of leadership development and training programs (Figure 2.1).



Source: based on Stufflebeam's (1971, 2014) CIPP model.

**Figure 2.1 Conceptual framework: leadership based CIPP framework**

The proposed conceptual framework has been based on the CIPP evaluation model developed by Stufflebeam (1971, 2014), and the key leadership theories and concepts, such as the leadership style(s), leadership approaches, leadership skills, capabilities and knowledge (Figure 2.1). The original CIPP model was applied in other research fields, primarily education, and is currently being used for formative and summative evaluations of programs and personnel. The model emerged due to the many limitations of previous evaluations models, often seen as unworkable and irrelevant within a dynamic social environment (Stufflebeam & Coryn 2014). The CIPP model proposes four different evaluations, which are the program context, input, process and product. Through the context evaluation the researcher establishes whether the right leadership needs were identified and met, and to what extent these needs were achieved. The input evaluation stage focuses on the assessment of the program content that was prescribed by the context evaluation stage. Specifically, it considers the fit between the design content and what was taught in the program. During the process

evaluation, the strengths and weaknesses associated with the program's teaching approach, such as the training and trainer quality, learning support and the participant's readiness to learn are assessed. The final product evaluation stage aims at collecting evidence relevant to the program outcomes. Both, intended and un-intended outcomes derived from the program are assessed for significance (Stufflebeam & Coryn 2014). Overall, the evaluation involves an assessment of not only the individual evaluation stages, but also the relationships between the stages and relationships between the theoretical concepts within the conceptual framework.

While the CIPP model offers a guidance to evaluate the various program design parts, the leadership theories underpinned the leadership core. The literature review uncovered that in the tourism context, development needs to address a suitable leadership style(s), leadership approaches, plus key leadership skills, capabilities and knowledge to contribute to the development of effective leadership. The tourism context and the key program stakeholders are an important part to consider as the leadership stretches beyond one particular individual. While management and hospitality literature emphasise an application of transformational and transactional leadership styles, the tourism context calls for mostly transformational leadership style, which might be due to the collective nature of destinations (a collection of various businesses and organisations working in a partnership); collective leadership is believed to be a better choice to manage destinations effectively (Beritelli & Bieger 2014). Overall, the literature shows that individual leadership and collective leadership are both needed, thus included in this framework.

The proposed conceptual framework shows that once the leadership context is understood, suitable content is identified and assessed during the evaluation stage with the use of suitable scales, models and measures. Existing leadership scales and tools are to be used during most evaluation stages to collect and analyse quality data. To assess program specific outcomes and impacts, measures such as the 'four levels' proposed by Kirkpatrick (1994) or the 'seven levels' recommended by Armstrong (1996) are then used to produce more meaningful findings, which may benefit other studies seeking comparative insights.

Appendix A offers a matrix of the specific theories and questions, which guided the study and the data collection and analysis during Phase II and III.

## 2.6 Chapter conclusion

Based on the reviewed literature of leadership theories, training and development theories, and the evaluation theories and models, a significant gap has been identified. Currently, very little is known about leadership in tourism destination context. Additional empirical studies are needed to clarify what effective leadership is in the context of tourism destinations, and how it could be developed through leadership development programs to contribute to sustainable development of tourism destinations and the growth of the visitor economy. Despite this gap, tourism based LDPs are promoted to current and future tourism leaders. Although these programs might be perceived positively, it is too risky to rely on gut feeling as evidence. To assure that value is provided to interested individuals and their communities, evaluation studies need to be conducted to outline exactly what outcomes emerge from such initiatives, what works and what does not work, plus how it works and why. Considering the tourism destination context, significant contributions could be made to the overall tourism industry and tourism destination community in long term, by raising the overall leadership capacity within the visitor economy.

However, to complete an effective evaluation of tourism-based leadership development program, evaluation model that fits the program's purpose and context needs to be chosen. The review of evaluation literature uncovered that there is currently no specific guidance to suit this study. Drawing therefore on one of the widely-applied evaluation models, the CIPP model, the researcher expands it with leadership concepts, such as the transformational leadership model, and leadership skills and competencies contributing to development of individual and collective leadership. This proposed conceptual framework is therefore used in this study to answer the following research questions:

Primary research questions: *Is the Melbourne Tourism Industry Program effective?*

To answer this core question, the study posted five sub-questions, which needed to be answered first:

1. *To what extent does MTLP foster the development of key leadership skills and competencies?*
2. *To what extent is MTLP enabling the development of a leadership model appropriate for the Australian tourism industry?*
3. *Is MTLP's training approach enabling learning and transfer of learning?*

4. *Do gender, age, education and a leadership role influence the self-rating of one's perceived leadership skills and capabilities, and their transformational leadership?*
5. *Is MTLP contributing to outcomes at individual (personal level), workplace, tourism industry and community levels?*



## Chapter 3 Methodology

### 3.1 Introduction

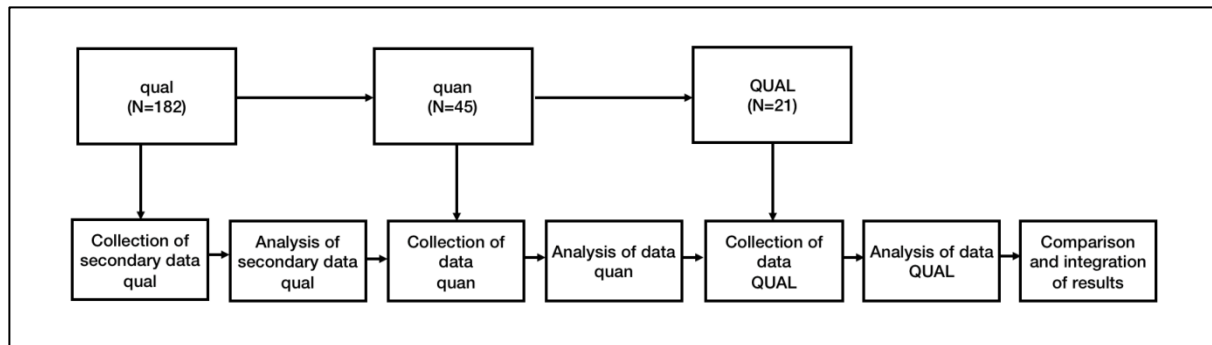
As outlined in Chapter 1, the purpose of this study is to evaluate the effectiveness of a tourism-based leadership development program, and to inform current and future leadership development, and training programs within the tourism field. The literature review (Chapter 2) showed that there is a need to understand, at deeper level, what constitutes effective leadership within the tourism field, and whether existing leadership programs and initiatives are effectively contributing to such leadership development. In addition, there is also a need to develop a deeper understanding of how leadership-based programs enable learning and how such learning is transferred to program participants' contexts. Such understanding will enable more effective leadership development and the development of more effective leadership programs and initiatives. This, in turn, will support the growth of leadership capacity within the visitor economy. Evaluation studies, which explore the tourism leadership context and the effectiveness of the overall design of leadership programs and initiatives are important in generating such understanding and help in advancing the leadership capacity in the field.

Within this context, this study addresses five objectives, which aim to: (1) explain and describe what is effective leadership within the tourism destination context; (2) assess whether MTLP's content fit with the needed leadership; (3) evaluate how the program contributes to learning and fosters the transfer of training; (4) assess the program outcomes and determine whether the program is contributing to individual, workplace, tourism destination and community outcomes; and (5) offer a new conceptual framework to guide development and evaluation of leadership development and training programs.

Taking the epistemological pragmatic stance of Dewey, the study uses sequential exploratory mixed methods inquiry to help advance the knowledge and practice of leadership development and evaluation in the tourism field. Murphy (1990) asserts that Dewey's philosophy presents quantitative and qualitative researchers with a strategy to attempt to deal with the uncertain world with intelligent actions which allow some predictability, and consequent development of strategic actions to help deal with identified problems and solve social problems.

Thus, in view of Dewey's pragmatism and in line with the study's objectives, this research study answers the key research question of whether MTLP, a tourism-based leadership development program, is effective. This chapter outlines the research strategy and discusses the methods used in collecting and analysing the quantitative and qualitative data.

### 3.2 Research design and epistemological stance



Source: based on Creswell 2014, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4edn, SAGE Publications, Thousand Oaks, California.

Legend: **quan**: lower emphasis quantitative method; **QUAL**: dominant qualitative method

**Figure 3.2 Sequential exploratory mixed methods design**

This study used multi-staged mixed methods approach (Figure 3.2) to comprehensively evaluate the effectiveness of a tourism-based leadership development program. The mixed methods design is underpinned by Dewey's philosophical view drawn out of the epistemological pragmatic perspective, in which the connection between the context and participants' experiences are the focus. In doing so, the researcher considered the extent to which the MTLP program contributed to the development of leadership at an individual level, and whether and how the program impacted the participants' workplace, tourism destination and the community within which they exist. The MTLP program is embedded in Melbourne and Victoria's destination context, and the program's design is relational and representative of a tourism destination's leadership development.

Due to the fact that effectiveness and the impact of MTLP have never been studied since its inception nearly ten years ago, a comprehensive study was needed to explain whether the program is effective, and to document how the program contributes to the development of leadership within the tourism destination and its visitor economy. The researcher therefore conducted mixed methods research to produce statistical evidence and narrative, to explain

the program's perceived phenomenal success. Thus, in this study, neither quantitative nor qualitative methods were sufficient by themselves to explain and document all program evaluations parts, such as the program's leadership context, content, leadership training approach and the program's outcomes effectively. Through the mixed methods approach, both quantitative and qualitative methods had complemented each other and produced more comprehensive understanding of the studied problem (Creswell 2014). Feilzer (2010) highlight that Dewey's pragmatism "does not require a particular method or methods mix" (p.13) as methods should be selected based on the research problem and the research questions. Thus, the research questions drove the logical flow of methods in this study. Dewey's pragmatic approach is underpinned by thinking and finding the middle ground, by dissolving the dualism of quantitative and qualitative worldviews. This so called 'third worldview' therefore produces knowledge that best represents the reality, while freeing the researcher from a mental and practical constraints inflicted by positivism/ post-positivism or constructivism (Creswell 2014). Hanson (2008) reiterates that this third notion is not different at an epistemological or ontological level when compared with pure quantitative or qualitative studies, as they share many attributes of the research inquiry. The overall premise of mixed methods is that it provides a better understanding of the research problem than either approach alone.

Based on this notion and in the view of Dewey's pragmatism, this study, as depicted in Figure 3.2, first employed a qualitative exploratory collection and analysis of secondary data, which was sequentially followed by a quantitative survey phase, and then qualitative research phase. In this study, data derived from Phase I informed the development of Phase II, and then Phase II informed the development of Phase III. At the end, all findings (Phase I-II-III) were compared and integrated to judge whether the leadership development program is effective. Hence, the following mixing occurred during interpretation: (1) a mix of perspectives from the past program participants on their MTLP experiences and application of learning in their work, tourism destination and community context; (2) a mix of methods and questions looking to know to what extent participants grew in their leadership capacity (quantitative) and how they were able to take the learning into their own contexts (qualitative); (3) a mix of participants' perspectives between groups (MTLP participants and MTLP stakeholders); and (4) final integration of findings (convergence, divergence and uniqueness).

### 3.2.1 The inquiry process and approach

Dewey's pragmatic inquiry consists of five process stages, which offered a useful guidance in establishing the study's problem, identification of suitable research questions and research methods to come to the conclusion of whether the tourism-based leadership development program is effective. The five pragmatic process stages are: (1) awareness of something amiss, which ignites the subsequent research inquiry; (2) formulation of a problem; (3) formation of research questions; (4) review of conceptual meaning to address the research questions more effectively; and (5) implementation, testing and evaluation of research findings to come to a conclusion (Johnson *et al.* 2017). Henceforth, this process resulted in the research inquiry briefly outlined below.

The information gathered through literature review, and findings generated from Phase I analysis helped to formulate the research problem. It was found that tourism-based leadership development programs exist, despite the lack of understanding what constitutes effective tourism leadership. The lack of program evaluation evidence in the tourism field was also found to be a major concern as current developmental practices may not actually fit the leadership needed within the tourism industry. This gap enabled the researcher to formulate the study's research questions which were designed to answer what leadership is needed in the current tourism field and to what extent such leadership is being developed and fostered through a tourism-based initiative in Melbourne and Victoria. Hence, this study resulted in the application of explorative sequential mixed methods design, consisting of three phases.

In the first phase, secondary evidence derived from end-of-year program surveys was collected and analysed. The goal of this method was to understand how the past program participants perceived the leadership program and how in their views the program contributed to their leadership development and whether any impact was produced at workplace, tourism destination and community contexts. In addition, the researcher attempted to explore the extent to which the existing end-of-year program surveys are able to produce evidence to conclude whether the program is effective.

The findings of Phase I subsequently called for a second phase, which required a development of quantitative questionnaire to assess what leadership skills, knowledge and behaviours were developed through the program, to what extent these leadership elements

were developed, and what were the resulting program outcomes. Overall, the questionnaire assessed the effectiveness of the program design, including the program fit with the tourism leadership context, content, training approach including the extent of learning and transfer of learning, and the program impacts at four levels including individual, workplace, tourism destination and the community.

Based on the findings generated in Phase II, there was a need to understand at deeper level how the leadership program contributed to learning and transfer of training to the individual, workplace, tourism destination and community contexts, and to further explore the meaning of effective leadership in the tourism context. Thus, the consequent third phase resulted in the use of qualitative method, which aimed to explore the views of not only the program participants who are the current leaders in the visitor economy, but also the views of the key program stakeholders who are currently in senior leadership roles within Victoria's visitor economy. The findings from the three phases produced useful evidence that contributed to the reflective discussion at the end, and allowed the researcher to conclude if the MTLP program is effective.

In this study, the qualitative phase represented the dominant research method as the researcher aimed to explore (1) the meaning of effective leadership within the tourism context as perceived by current industry leaders, and (2) to find out how the program design contributed to one's learning and how this learning was transferred to participants' contexts, including the tourism destination and community contexts. However, it is important to note that without the quantitative method it would be hard to establish what the participants have learned and to what extent the program contributed to their leadership capacity. The quantitative and qualitative methods generated findings used to produce a comprehensive picture of the program's effectiveness, and helped to explain how the program fits within the wider tourism destination context and specifically the development of leadership within the industry in Melbourne and Victoria.

### 3.3 Phase I: Qualitative methodology

Phase I, consisted of the collection and analysis of existing secondary data, generated from MTLP's end-of-year program surveys between 2009 and 2016. The researcher was able to access documents, which contained data from the MTLP population of past program participants (N = 182). However, due to the survey design, the survey data were mostly qualitative with no demographic insights. The survey was designed by Destination Melbourne, an organisation administering the program, thus, the survey's origin, its validity and reliability cannot be assessed. The survey consisted of five questions which produced information about the participants' perception of the MTLP program's effectiveness. One open-ended question asked about the participants' achievements in three different areas: individual outcomes, business outcomes and outcomes for Melbourne, the tourism destination. Next two open-ended questions asked the participants to explain what worked and what did not work for them personally. Specifically, comments were directed towards MTLP's content, favourite speakers, workshop structure, and venues. In addition to these questions, participants were also asked to make any final comments and then rate the overall program on 5 point Likert scale.

As the survey questions were open-ended, the participants' responses were analysed for common themes and their frequency. The researcher used NVivo N11 to conduct the analysis. Nvivo is a qualitative software used for data storage, coding, and theme development. The initial text frequency search of responses from all 182 survey responses uncovered the most frequent terms associated with individual, workplace and tourism destination outcomes. These were then compared with the next more in-depth findings of themes generated from individual program participants, however this in-depth analysis only considered surveys collected between 2014 and 2015, as data from other years were not associated with any individual participant. This analysis uncovered the frequency of the most reoccurring outcomes, which were mostly associated with individual level outcomes. Credibility of the findings was ascertained by an experienced research supervisor who checked and audited the work. Overall, this phase had not produced sufficient data to conclude that the MTLP program is effective. Thus, the next research stage took place.

### 3.4 Phase II: Quantitative methodology

Based on the key themes identified in Phase I and the major themes identified in the literature review, an online survey was developed to target the same 182 MTLTP participants who completed the leadership program between 2009 and 2016. This was to collect data relating to leadership development, the program context, content, and the effectiveness of the training approach, plus the program derived outcomes and impacts. In total, 45 completed surveys were collected during this phase.

The CIPP model offered a general guidance to what program elements to assess during this phase to understand the effectiveness of the program. The relevant leadership theories and tools guided the assessment of the developed leadership style, leadership skills, capabilities, and knowledge. The next section provides the detail on how the data was collected during this phase.

#### 3.4.1 Quantitative data collection

Guided by the CIPP evaluation model and the research questions, a quantitative questionnaire (see Appendix B for details) was developed to measure the extent of transformational leadership development, the development of leadership skills and capabilities, satisfaction with the program design and the training, demographics and other program design measures, such as the derived outcomes and impacts. The questionnaire also contained open-ended questions to map the progress of program's impacts measured during Phase I, which included individual, workplace, tourism destination and community outcomes and impacts.

The CIPP model has been developed by David Stufflebeam (Stufflebeam 2005; 2014) and is a widely used model in program evaluations due to its established credibility and validity, developed over the years in the education field and the health sector. According to Stufflebeam and Coryn (2014), program effectiveness could be assessed through four non-linear evaluations. These evaluations include Context evaluation, Input evaluation, Process evaluation and Product evaluation. Each evaluation focuses on a different aspect of a program, and each evaluation is able to inform all other evaluations. Thus, in this study, each evaluation stage provided a focus on the type of data that needed to be collected at each stage. Through the 'Context evaluation' stage, the researcher collected data which were needed to assess the MTLTP program's ability to meet the needs of the program participants, and the

tourism leadership needs established through the literature, Phase I and also the views derived from the program's stakeholders.

The 'Input evaluation' data collection was aligned to program design, and specifically the program content. Measures were established to assess whether the program content was relevant and had addressed the program participant's developmental needs. Data relating to leadership skills and capabilities, knowledge, and leadership behaviours were the focus of this evaluation and data collection stage.

During the 'Process evaluation' stage, the researcher focused on the collection of data relating to program training approach to understand how the program enabled the program participants to learn and to transfer their learning into their contexts, such as their workplace, the tourism destination, and their community.

The final 'Product evaluation' stage focused on the collection of data pertaining to the program outcomes. Indicatively, it assessed the level and extent of outcomes derived from the MTLTP participant's learning. The outcome category levels included individual, workplace, tourism destination and community level outcomes, and were measured through seven levels of program outcomes proposed by Armstrong (1996).

In regard to the leadership development measures within the questionnaire, several leadership theories have guided the questionnaire design. The literature review (Chapter 2) uncovered that within the theory of leadership styles and the tourism context, transformational leadership theory is the most suitable style to consider. Specifically, the transformational leadership model and assessment tool of Kouzes and Posner (2007) that is used to measure the extent of transformational leadership was found to be suitable. The LPI is one of the most widely used leadership assessment instruments in the leadership practice and the research field today (Kouzes *et al.* 2010).

The transformational leadership model developed by Kouzes and Posner (2002) was used to collect data to understand how the program participants are currently able to apply the transformational leadership in their leadership roles. This leadership model consists of five behavioural practices: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Through the Model the Way practice,



leader's credibility is assessed. It is seen as the most important personal quality that other people look for in a leader. The practice also assesses the leader's awareness of their own values and whether they act consistently with these values. Through Inspire the Way, the assessment is focused on leader's ability to enlist others in a shared vision by encouraging them to work together towards a common goal. To do so, leaders need to have a clear picture of needed organisational developments that are possible within their organisations. In Challenging the Process, the leader assessment is focused on the ability of the leader to look for opportunities and innovative ways to change, grow and improve. To do so, they need to be able to experiment, take risk and continuously learn from mistakes. Enable Others to Act assesses leader's ability to foster collaboration by supporting cooperative goals and building trust. To do so, leaders need to be able to strengthen others by sharing power and decision making. In Encourage the Heart, it is assessed whether a leader is able to recognise individual and exceptional contributions, celebrate results and successes and thus build a strong sense of collective identity and team spirit (Kouzes *et al.* 2010).

Theories relating to leadership skills and competencies were also reviewed (Chapter 2) and in line with the tourism context and the findings in Phase I, a list of skills and competencies was created to form the assessment base in this study. A total of 22 leadership skills and competencies were identified and assessed in this study. To assess whether and to what extent these leadership skills and competencies were perceived as important by the program participants, and to also assess to what extent the participants had been able to develop in these areas since the completion of MTLP, the Importance-Performance tool was used to perform the analysis.

The Importance-Performance Analysis was developed by Martilla and James (1977) in the field of marketing, and has been since used in other fields, such as education, program design and evaluation studies, and student evaluation of teaching (Anderson *et al.* 2016; Huybers 2014). These studies were used to guide the current IPA analysis.

In this study, the 22 leadership skills and capabilities were assessed to explore what skills and capabilities are perceived as important from the perspective of the program participants, who are the current leaders within Victoria's visitor economy. These skills and capabilities were rated on a five-point Likert scale, ranging from 'not very important' (1) to 'very important' (5). The same skills and capabilities were then measured for participants' perceived

performance. Based on this analysis, it was possible to identify skills and capabilities that were performed well, and which needed further attention. Thus, leadership effectiveness was established in terms of the fit between perceived importance and performance. The smaller the gap, the better the effectiveness.

### 3.4.2 Development of survey instrument

To make sure that collected data were suitable to answer the research questions, it was important that the quantitative online survey (see Appendix B for details) was designed effectively (Jennings 2010). The online survey consisted of questions, which ranged from rating the extent of satisfaction to extent of leadership development, perception measures related to program design elements, such as the program context, input, process and the product, and also the demographics. As outlined earlier in this chapter, the validity and reliability of the leadership tools and measures used in this study have been validated in previous research literature. The tools and assessment measures included the LPI scale (Kouzes & Posner 2007), and the IPA tool used in program evaluation studies (Anderson *et al.* 2016; Meissner & Radford 2015).

Overall, all skills/competencies-based questions and the questions pertaining to the program context, design, and process were assessed through the use of perception-based five-point Likert scales. The LPI behaviours were assessed through a ten-point Likert scale, as this is in line with the original scale design. The LPI instrument consists of 30 behavioural statements, in which 6 questions relate to each of the five leadership practices of transformational leadership: (1) Modelling the Way; (2) Inspire a Shared Vision; (3) Challenge the Process; (4) Enables Others to Act; and (5) Encourage the Heart. Appendix B lists all the statements that relate to each leadership practice (survey; part one). The behavioural responses measured on a Likert scale, consisted of 10 points as established by the original design: (1) almost never; (2) rarely; (3) seldom; (4) once in a while; (5) occasionally; (6) sometimes; (7) fairly often; (8) usually; (9) frequently; and 10) very frequently.

Likert scales are frequently used to assess one's perception in program evaluation studies (de Vaus 2013), allowing a survey respondents to indicate the extent to which they agree or disagree on each scale item. In the education field, students' perceptions regarding their educational experience are commonly used in establishing educational quality (Huybers

2017). Surveys in the educational field generally present statements for which the participants are asked to rate their level of agreement or disagreement in an item by item manner (Huybers 2017).

In addition to the rates of extent measures, the survey also assessed the program's impacts through open-ended questions. These questions aimed to collect deeper insights into what outcomes and impacts were produced at workplace, tourism destination and community contexts. At the end, several demographic questions were also asked, to build a profile of the surveyed participants.

The flow of survey questions was an important consideration, as overwhelming designs could result in premature abandonment by the participants (Sue & Ritter 2007). Thus, the questions were presented in the order of importance, and were worded clearly as suggested by Sue and Ritter (2007). All questions were compulsory and allowed the respondent to check only one response per question to eliminate errors. The online survey was developed with the use of the Qualtrics Online Survey software, which contributed to an appealing design and survey features that helped to minimise the survey fatigue. The survey was suitable for a variety of online platforms, such as the mobile phone, computers, laptops and electronic tables.

The research survey was divided into four parts, each designed to assess the following aspects: Part 1- transformational leadership behaviours; Part 2 - reflection statements relating to program context, input, process and products, motivation to undertake MTLP, MTLP's impact on one's job performance and leadership capacity, and use of the learning today; Part 3 – importance and performance of leadership skills and capabilities, and role during and after MTLP; and (4) workplace, tourism destination and community impacts, plus MTLP program's suitability, intention to recommend the program to others, motivation to attend another program, and demographics. The questions were based on the review of the literature that previously applied the CIPP evaluation model (Briggins 2010; Kouzes *et al.* 2010), the LPI model (Martin *et al.* 2014; Posner 2016), and the IPA (Anderson *et al.* 2016; Meissner & Radford 2015) in program evaluation studies.

### 3.4.3 Quantitative data analysis

The online survey responses were collected through the Qualtrics Online Survey software, which allowed an easy transfer into the Statistical Package for Social Sciences, SPSS version 24. The data were cleaned and prepared for analysis as suggested by Pallant (2016). Due to the small sample size, the data was analysed using descriptive statistics and tests suitable for small sample size, such as the Mann Whitney U test, Wilcoxon S-R test and Kruskal-Wallis test.

Descriptive statistics were used to explain the characteristics of the sample. These included mean and standard deviation scores, ranks and frequencies.

In order to assess the extent of transformational leadership development, mean values for the items contained on the LPI scale and the composite scores for each of the five leadership behaviours (Kouzes & Posner 2007) were produced along with the standard deviations and Cronbach's Alpha. Different empirical studies have shown that the LPI scale is credible and valid (Posner 2016). In this study, the internal consistency of the LPI scale was a Cronbach's  $\alpha$  of 0.98 for a composite score and between 0.91 and 0.94 for each of the LPI subscales. Other empirical studies reported similar scores for the five LPI subscales, ranging between 80+ to 95+ (Posner 2016). Overall, this analysis had helped to identify the extent to which the five transformational leadership behaviours are being currently practiced by the participants in their roles, highlighting strengths and weaknesses. The produced mean values were further compared with means of other research studies, to see how leaders in Victoria's visitor economy perform when compared to other managers and leaders in other industries (Posner 2016).

To assess what leadership skills and capabilities were perceived by the program participants as important, mean scores and standard deviations for 22 skills and capabilities were considered. Mean values were also produced for the same skills and capabilities rated on the performance scale. Using the IPA tool, the importance and performance mean scores were plotted on a scatter plot to highlight areas of least to greatest concern (Martilla & James 1977; Nale *et al.* 2000). In this study, no skill was rated below the adequate mean score of 2.5 (mean) on both importance and performance scores (very unimportant = 1; very important = 5). All mean scores for importance were above the mean score of 4, and the scores of the

skills and capabilities rated on the performance side were 3.5 and up. Overall, the mean scores on importance side were higher than the mean scores on the performance side, except for one item 'management skills' wherein the scores were the same. This was confirmed with the Wilcoxon S-R non-parametric test. The magnitude of the gap was indicated by the Z and p-value scores, where Z score referred to a greater gap. A correlation analysis was completed to test the strength of correlation of the important skills and capabilities for the current level of performance, which were all significant, except for the 'management skills'.

Due to the explorative nature of this study, the researcher decided to group the 22 skills and capabilities into three groups (Table 3.1). The literature review pertaining to the mainstream business and tourism context and the findings from Phase I uncovered that there are several leadership skills currently not included in the recently conceptualised leadership skills sets, such as the leadership skills groupings developed by Mumford *et al.* (2007). According to these authors and the previous research, there are four categories of leadership skills, which include Cognitive, Interpersonal, Business and Strategic leadership skills. Over the years, these skills were related to the levels found in the organisational hierarchy, which may not relate to those businesses and organisations that are smaller and rely on the performance of smaller teams such as the tourism firms which also need to cooperate and collaborate with others within and across their industry. Increasingly, intrapersonal skills, which underpin the development of social and relational skills are emphasised in the stream of psychology (Boyatzis 2011; Goleman 2015), however not considered in current models. Skills that need further consideration include intrapersonal leadership skills and cooperative and collaborative skills. Thus, in this research the 22 skills, which were perceived as important by the program participants were grouped into three groups, where first group (Leadership base level) corresponded to the base or the foundation for the other two groups (Table 3.1). It is conceptualised that strategic skills and capabilities could be developed more effectively if one is able to master the leadership skills at the base and the advanced level.

**Table 3.1 Tourism-based leadership skills and capabilities**

Leadership Base Level	Advance Level Skills	Strategic Level Skills
Leading oneself	Leading others	Balance conflicting demands
Emotional intelligence	Projecting leadership values	Build and maintain relationships
Build effective workgroups	Develop others	Leading the organisation
Communication skills	Think and act strategically	Ability to think creatively
Ability to collaborate	Initiate and implement change	Ability to cooperate
Motivate others	Develop collaborative network	Ability to influence others
Foster innovation		Make effective decisions
		Develop agility
<b><i>Cronbach Alpha: 0.92</i></b>	<b><i>Cronbach Alpha: 0.89</i></b>	<b><i>Cronbach Alpha: 0.93</i></b>

Guided by Pallant (2016) a correlation matrix for each leadership group was generated to assess the strength of the relationships between the variables contained in each group. Pearson's correlation coefficient showed that all items were positive and strong across the three groups. Due to the small sample size, additional testing is recommended for future research.

Other parts of the survey consisted of five-point Liker scale questions which measured the effectiveness of the program, such as the context, content and the training process, including the transfer of training. The measures included means, standard deviations, ranks and frequencies, which were used to judge the extent to which the program was effective.

Open questions, which were asked to collect evidence about the program impacts were analysed for themes and frequencies, using the Excel spreadsheet.

Overall, all survey questions contributed to the conclusion of whether the leadership program is effective.

#### 3.4.4 Population and sample

Since this research study focused on establishing the effectiveness of a tourism-based leadership development program, the MTLP, the researcher targeted the MTLP population. The research accessed all the surveys collected by the program's administering organisation, which were collected at the end of each program for the past 9 years, between 2009 and 2016 (N = 182). During Phase II, all 182 past participants had been invited to participant in this

study and to complete an online survey (Phase II). The researcher prepared an email to invite all MTLP participants to complete an online survey, which was developed by the researcher, using the Qualtrics Survey Software. A web link was then included in the emailed invitation, which was then distributed by Destination Melbourne on behalf of the researcher. The completed responses were recorded in the Qualtrics database, which only the researcher had access to.

Destination Melbourne (DM), the administering organisation that owns and operates the MTLP program, in this case acted as the channel member through which the participants were informed about the study and through which the invitation to participate was sent out through. This was predominantly due to DM's role and position in the Melbourne tourism industry, and their connection with the past MTLP participants. Destination Melbourne felt it important to control the communication process between the researcher and the participants, determined to reinforce their industry professionalism.

### 3.5 Phase III: Qualitative methodology

The final qualitative phase in this study represented the dominant research method as the researcher aimed to explore the meaning of effective leadership within the tourism context, and also to find out how the program design contributed to one's learning and its transfer, as perceived by current industry leaders. In other words, to establish program effectiveness, it is important to know how program fits with the needed leadership, and how learning and transfer of training occur. Thus, the phase consisted of interviews with past program participants (N = 15) and the key program stakeholders (N = 6) to gather the rich insights about the program's effectiveness and the tourism leadership context. Similar to Phase II, this phase was guided by the CIPP evaluation model and the relevant leadership elements to generate comparative and additional evaluation evidence pertaining to the effectiveness of the program. Further questions were asked to specifically explore the context of tourism leadership, and to uncover how the program enabled one's learning and the transfer. The researcher also attempted to generate deeper insights into how the tested elements in Phase II (e.g., leadership skills and capabilities, leadership behaviours, and the program elements), were significant predictors of the program effectiveness.

### 3.5.1 Qualitative data collection

In phenomenological studies, researchers can select among several methods to collect data, which include interviews, observations, focus groups and available documents (Patton 2015). As the nature of this study called for comparative and additional data relating to the perceptions about the program and the experience from geographically dispersed individuals, secondary documents, observations and focus groups were deemed unsuitable. Hence, an interview approach was used in this final phase to further explore the effectiveness of the tourism-based leadership development program as perceived by the program participants and key program stakeholders. The approach was deemed appropriate to help elucidate the steps taken by the program participants between the program and the final program outcomes, thus generating deep insights into how learning occurred and how the training was transferred to participants' contexts. It is not usually possible to rely on quantitative measures (Patton 2015), hence qualitative data were an important addition to the quantitative evaluative findings. Further to this, in-depth interviews and a semi-structured approach allow the researcher to ask questions relating to the core research theme to gain comparative data (Patton 2015). The interviews echoed a narrative style, which is described as a conversational style between the researcher and the interviewee. The overall approach offers flexibility, allowing the researcher to pursue further details during interviews. Consequently, comparison relating to the program context, inputs, process and products (outcomes) between Phase II and III was possible. Moreover, comparison between the views and perceptions of the program participants and the key program stakeholders contributed to other insights and the validity of the qualitative approach.

### 3.5.2 Qualitative data sampling

The data were collected from two different groups. Group one consisted of 15 MTLP program participants who already completed the quantitative survey in Phase II. The second group consisted of the program's key stakeholders ( $n = 6$ ). As indicated above, this was a logical decision as the researcher needed to compare and to build on the data collected in the quantitative Phase II. Using the purposive and criterion based sampling approach, only those MTLP participants who completed the Phase II survey were needed to be interviewed. Again, this was to learn, in detail, about the elements important to the leadership program and to mix these findings with findings from Phase II, the quantitative method. In regard to the selection of key program stakeholders, it was deemed logical to hear from individuals who had



initiated, designed, developed, delivered and supported the MTLP program to generate deep insights about the nature of the program, including its aims and objectives, its position in Victoria's visitor economy, and the outcomes and impacts it should and had produced. Among these individuals were the current and past CEOs of the administering organisation, the program trainer, and three program clients whose numerous staff completed the training.

Forty-five MTLP participants responded to the quantitative survey, hence these were invited to participate in the qualitative interviews. Again, the researcher created an invitation, which was sent out by the Destination Melbourne (DM) organisation. All interested participants (out of the 45) were asked to contact the researcher to organise a time for an interview. The researcher wanted to hear from as many participants as possible, until the point of saturation was reached. Overall, interviews were conducted with 15 participants who contributed with deep insights into how the participants learned through the MTLP experience and how they have applied their learning in their life, workplace, tourism destination, and the community contexts (See Appendix C for the interview schedule and participants questions).

In regard to contacting the program stakeholders, DM assisted in inviting the purposefully selected individuals to collect the needed data. Criteria for the three program clients include the followings: an individual currently leading an organisation, and a client with MTLP graduates. Based on these criteria, DM had invited suitable candidates and the researcher then scheduled the one-one-one interviews (See Appendix D for the interview schedule and stakeholder questions).

Guided by the Human Research Ethics policy in Victoria University, each participant was presented with letter detailing the research purpose and objectives, the type of information that needed to be collected and potential risks associated with their involvement in the research. The letter was emailed to each participant before the scheduled interview and collected before or on the day of the interview. At the beginning of each interview, the researcher verbally repeated the information.

### 3.5.3 Qualitative data analysis

Although the interview questions differed slightly between the MTLP participants and the program stakeholders, the interviews were of semi-structured narrative style. All interviews

were recorded and later transcribed by professional transcribing services, approved by Victoria University. The method of data analysis applied in this study was ‘thematic’ analysis (Patton 2015). The focus is placed on the examination of data and identification and recording of patterns (themes). Since the CIPP model guided the interview questions, the themes were linked with each evaluation type (context, inputs, process and product). At the end, several different themes within each evaluation category were identified, which helped to describe the studied phenomenon.

### 3.6 Chapter conclusion

This chapter explained the study’s design, and techniques selected for the collection and analysis of data to conclude whether the MTLP program is effective. Driven by Dewey’s pragmatism, the study resulted in three explorative phases, consisting of minor qualitative, minor quantitative and major qualitative method. Drawn out of the complexity theory, the CIPP evaluation model was also selected to guide the evaluation of the various program components. The model intuitively guided the collection of data, which contributed to the evaluation of the program’s context, program inputs, the training approach, and also the program outcomes. Data pertaining to the evaluation of leadership development were generated through leadership theories and models relating to leadership style, leadership approaches and relevant leadership skills and capabilities. The mixed methods approach resulted in comprehensive collection of data, which helped to answer the study’s research questions and evaluate the program’s effectiveness.

## Chapter 4 Findings

### 4.1 Introduction

The aim of this research was to evaluate the effectiveness of a tourism based leadership development program, in terms of its ability to foster suitable leadership skills and behaviours, and to allow the transfer of learning to individual, workplace, tourism industry and community contexts, in order to inform future leadership development, and training programs. Taking the epistemological pragmatic stance of Dewey (Johnson *et al.* 2017), this study used an exploratory sequential mixed methods inquiry to close the current leadership development and evaluation gap. In doing so, the study expanded the traditional CIPP program evaluation model (Stufflebeam 1971; Stufflebeam & Coryn 2014) with specific leadership components and measures, and collected a comprehensive evidence about the program, which contributed to the study's conclusions. Hence, this chapter builds on the quantitative and qualitative methods and presents the findings in this chapter. Due to the sequential data collection and analysis approach, the findings are presented in the following order: Phase I – qualitative findings from secondary sources; Phase II – quantitative findings; and Phase III – qualitative findings. At the end, all findings presented in this chapter were compared and contrasted to answer the research questions. The findings are presented in a discussion format in Chapter 5.

### 4.2 Phase I: Secondary data findings

The purpose of this research phase was to evaluate existing data associated with the effectiveness of the MTLP program and the extent of leadership development. The results of this study phase contributed to the development of a survey instrument to assess the effectiveness at a more comprehensive level, and to evaluate mid-to-long term outcomes. For example, based on the assessment of the type and style of questions and responses generated from the end-of-year MTLP survey (Phase I), the researcher was able to ask more direct questions in Phase II to not only compare the individual level outcomes reported in both phases but also to collect the evidence specifically related to the workplace and tourism-destination outcome levels. The individual leadership learning outcomes evidence produced in Phase I also helped with the selection of a suitable research instrument to assess the developed extent of the participants' transformational leadership style. In addition, the results derived from Phase I also enabled the formulation of a few qualitative questions in Phase III,

designed to explore how the MTLP program contributed to the program outcomes. At the end, the researcher found that program effectiveness was associated with program outcomes at three levels: individual, work-based, and the tourism destination level. A total of 182 responses collected by the Department between 2009 and 2016 were analysed.

The survey consisted of open ended questions, and did not collect any demographic data. The survey questions were designed to collect responses to the following items: program outcomes (individual, business, tourism destination); program design effectiveness (what worked and what did not work); overall satisfaction level; and other comments.

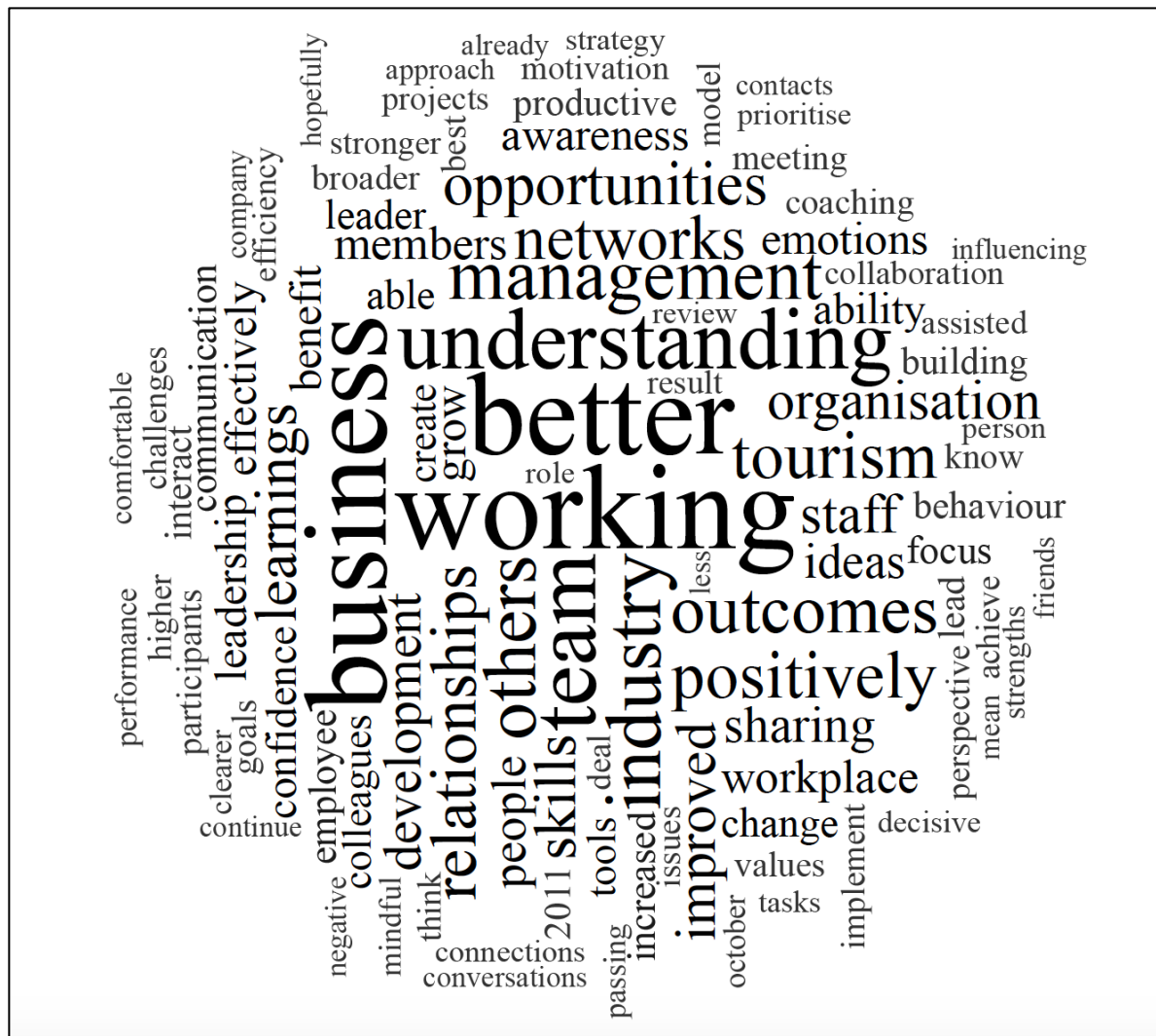
### **Demographics**

In total, 182 past MTLP participants completed the leadership program between 2009 and 2016. The same number of participants (n=182) also completed the end-of-year program survey. The participants were predominantly from Victoria, spanning the private, non-for profit and the governmental sector. No other demographic data were produced by this survey.

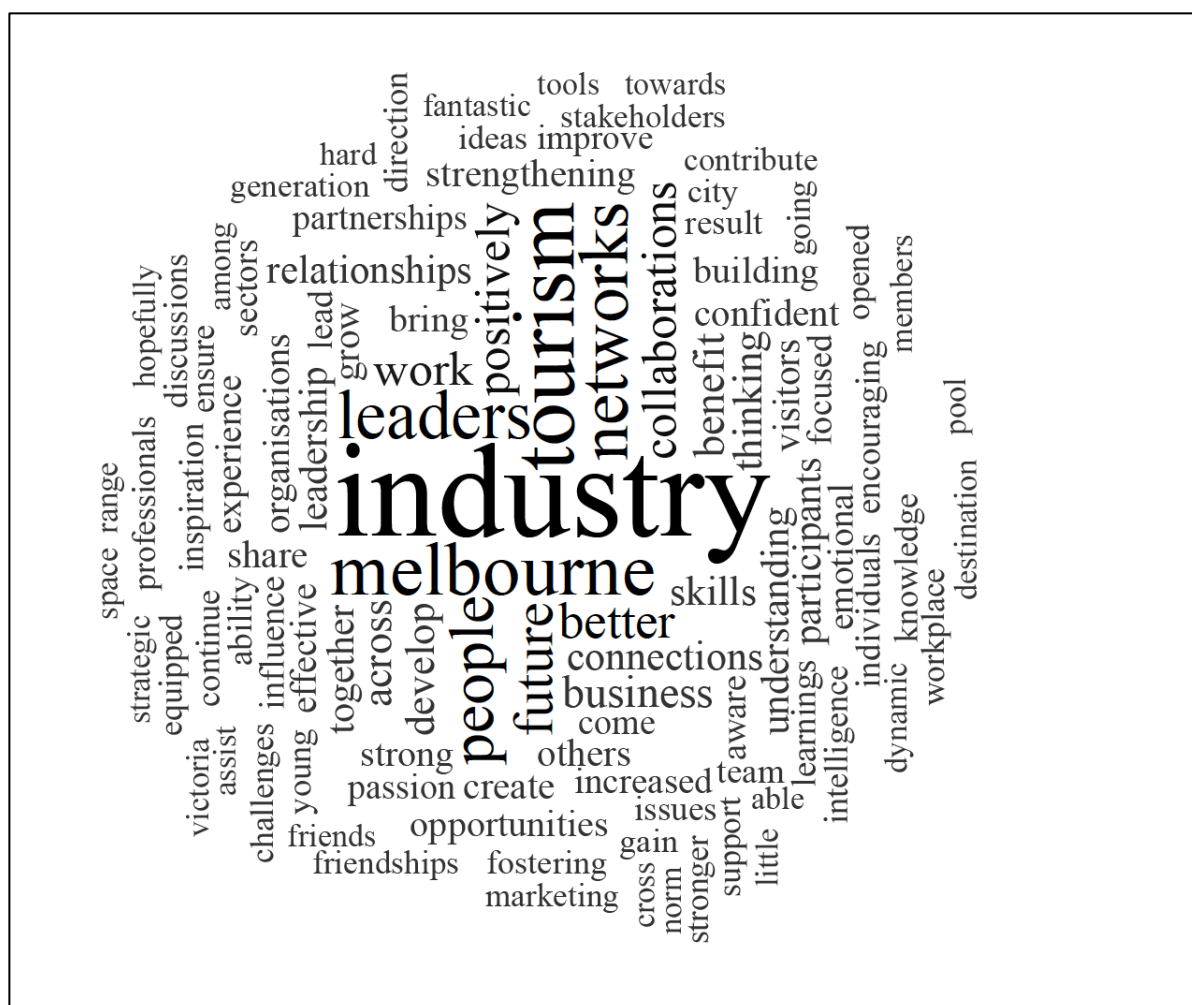
### **End-of-year Outcomes**

The analysis of the end-of-year responses uncovered outcomes at three levels: individual, workplace, and tourism destination levels. Figures 4.3 to 4.5 show the first Nvivo word frequency search analysis, which uncovered the following words in each designated outcome category. Words with larger font represent most frequently cited words.





**Figure 4.4 Word cloud of workplace outcomes**



**Figure 4.5 Word cloud of tourism destination outcomes**

The researcher employed the NVivo text frequency search to identify the most common terms associated to individual, workplace, and tourism destination outcomes. This approach was chosen because most of the secondary data were not associated with any individual survey respondent, and were bundled together. Only data derived from 2014 and 2015 cohorts were presented in a way that allowed a meaningful analysis. Nevertheless, the word clouds (Figure 4.3 – 4.5) revealed patterns in participants' responses between 2009 - 2016, which guided further analysis.

During the next analytical stage the researcher used data collected from 36 participants of the 2014 and 2015 cohorts as these data were associated to individual program participants. Hence, it was possible to see the type and number of comments associated with any

individual participant. The results were reflected in themes which were also linked with the outcomes at individual, workplace, and tourism destination outcomes.

### *Phase I.*

#### *Individual outcomes*

Overall, 13 themes emerged from this analysis, relating to the individual level outcomes. In the order of reoccurrence, these thematic key outcomes were:

- Stronger emotional intelligence (e.g., self-awareness, self-regulation, empathy, social skills)
- Goal-setting and focus
- Improved confidence
- Personal growth
- Changed mind-set
- Development of leadership knowledge
- Improved relationships and networks
- Improved communication
- Better productivity and efficiency
- Enhanced leadership style
- Better industry knowledge
- Greater motivation; and
- Ability to analyse situations and make better decisions.

Comparing the individual outcomes of the two years, the three most reoccurring responses were both recorded within the areas of improved emotional intelligence; goal-setting and focus; and improved confidence.

#### *Business and tourism outcomes*

The analysis of the business level and tourism destination level outcomes uncovered very limited evidence, at this point in time. The majority of the participants could not identify specific examples that would suggest contributions towards outcomes for their businesses or Victorian tourist destinations. Only one out of the 36 participants reported a direct contribution at tourism destination outcome level. This participant created a greater



awareness of Werribee (a township outside of Melbourne) as a visitor destination through a marketing campaign.

Overall, the findings of this Phase I analysis offered only limited insights into the effectiveness of the MTLP program. Nevertheless, these insights helped to inform the development of a survey instrument (Phase II) and qualitative questions (Phase III), which helped to assess the MTLP effectiveness at a more comprehensive level. For example, an assessment of the type and style of questions and responses generated from the end-of-year MTLP survey (Phase I), the researcher was able to ask more direct questions in Phase II to not only compare the individual level outcomes reported in both phases but also to collect the evidence specifically related to the workplace and tourism-destination outcome levels. Next, seeing the individual leadership learning outcomes evidence in Phase I, the researcher could select and apply an existing transformational leadership scales to assess the extent of the MTLP participants' developed leadership behaviours. Finally, the results derived during Phase I also enabled the formulation of a few qualitative questions in Phase III. For example, the researcher could ask 'how' the MTLP design and learning strategies contributed to the outcomes at different levels (e.g., individual, workplace, tourism destination).

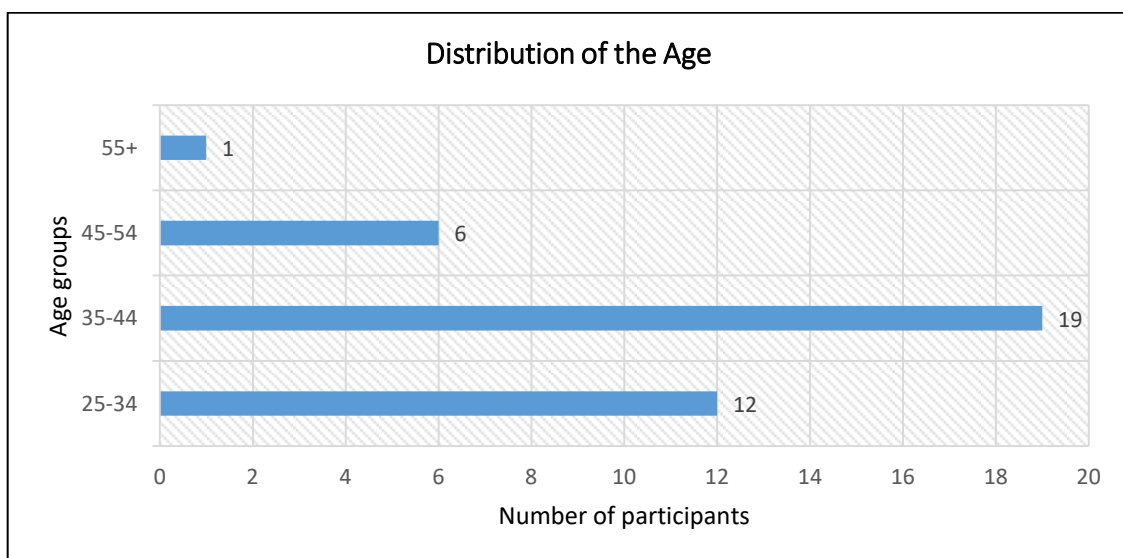
### 4.3 Phase II: Survey response rate

The purpose of the second phase was to assess the data generated from this study's survey to establish whether the MTLP program was effective, and to what extent. E-mail invitations were sent to all 182 Melbourne Tourism Leadership Program (MTLP) participants who completed the training between the years 2009 and 2016. Overall, 45 participants completed the survey. Twenty-five former participants were no longer contactable as they had moved to other organisations (bounced back emails; N=23). Two were on maternity leave (N=2). The response rate was 28%.

#### Demographic Findings

**Gender.** Sixty nine percent (69%) of MTLP survey respondents (N=31) were female and eighteen percent (18%) were male (N=8). Thirteen percent (13%) of respondents did not indicate their gender (N=6).

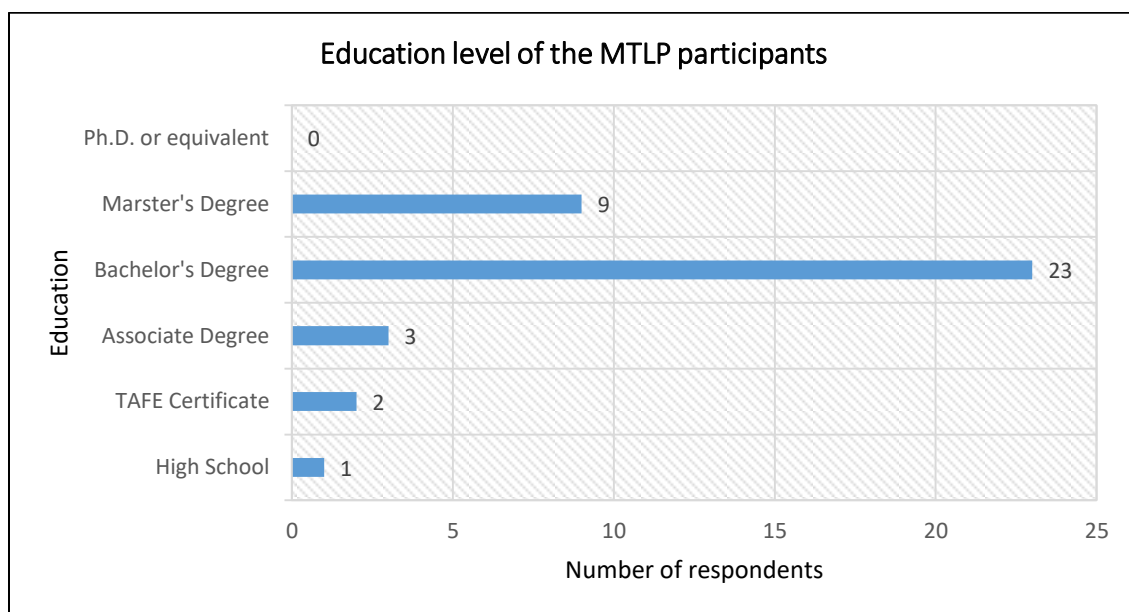
**Age.** The results show that 19 respondents who attended MTLP training were between 35-44 years of age, 13 between 25-34, 6 between 45-54, and one was 55 or older. Participants in the 35-44 age category represented the predominant age group. This was then followed by those in the 25-34 age category. Figure 4.6 shows a chart detailing the distribution of the age groups of MTLP survey participants.



**Figure 4.6 Distribution of the age groups of MTLP participants**

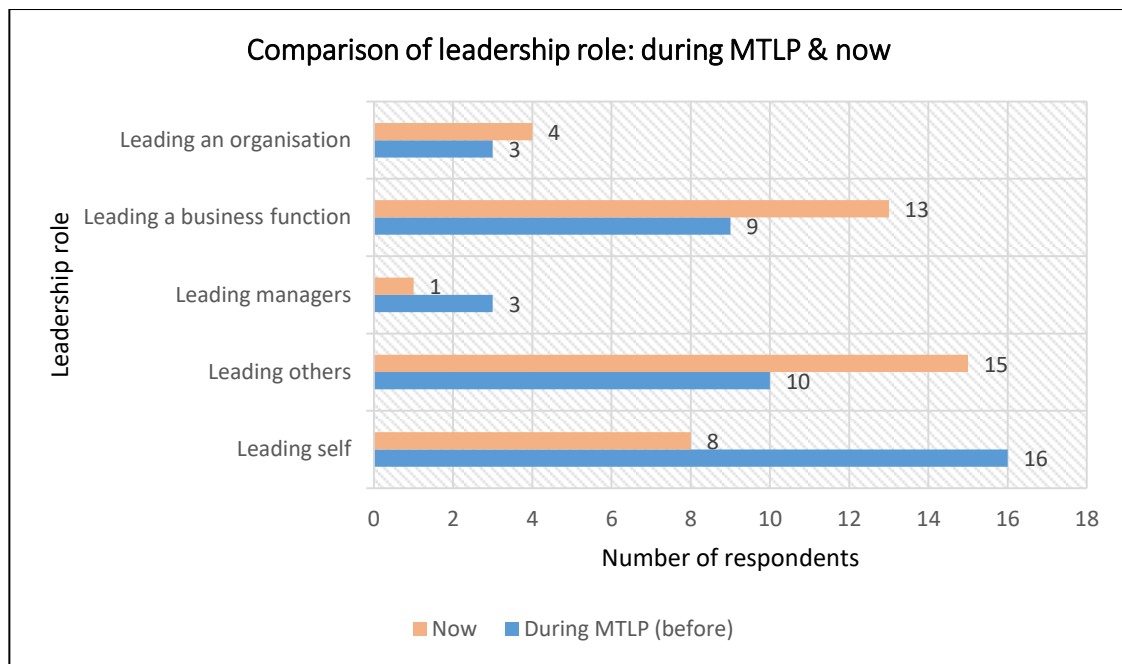
**Place of birth.** Most MTLP survey participants were born in Australia (N=30), with another three born in England, two in Scotland, one in France, one in Brazil and one in Malaysia. Six respondents did not indicate their place of birth.

**Qualification.** More than 80% of the survey respondents reported having attained qualification at the Bachelor (61%) and Master's (24%) level. Figure 4.7 shows the details.



**Figure 4.7 Education level of the MTLP participants**

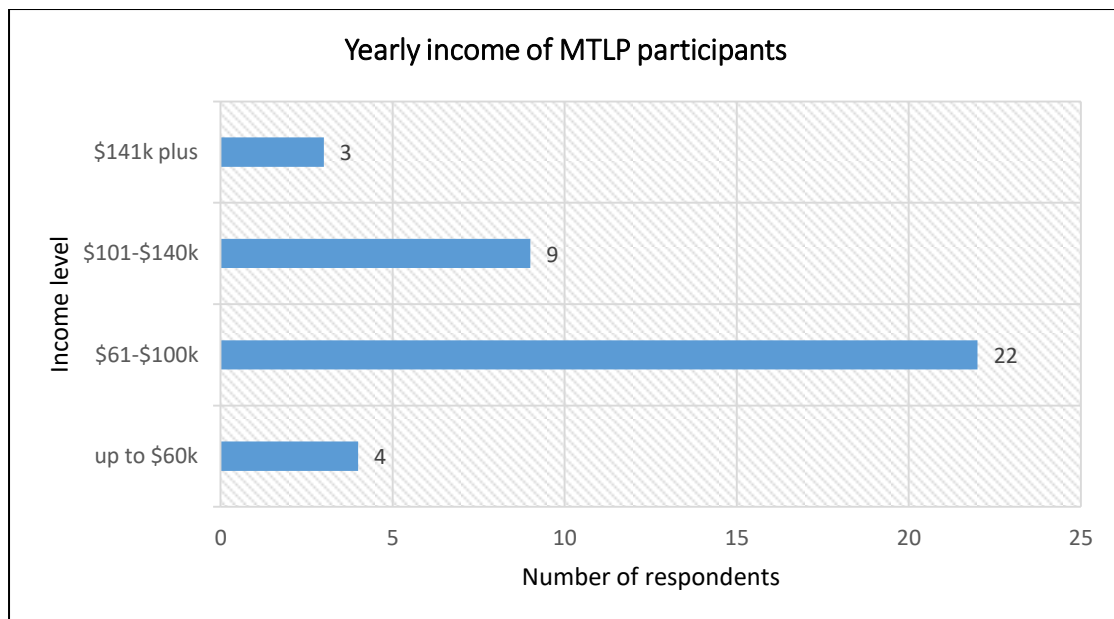
**Role.** The survey responses showed that the leadership role that MTLP participants held at the time of completing the survey, mostly involved leading others (N=15), and leading a business function (N=13). Eight respondents indicated that they focused on individual leadership (e.g., self-employed, sole-trader), four others recorded to lead an organisation, and one leading managers. Comparing these data with data showing the leadership role of the same sample of respondents at the time of program completion, it is evident that several participants have transitioned into higher leadership roles. From leading self, 5 participants moved to leading others, and 4 to leading a business function. These responses are shown in Figure 4.8.



**Figure 4.8 Comparison of leadership role during MTLP and current point in time**

Overall, this question was asked to assess if there had been a leadership role change or movement for the MTLP participants from the time of the attendance to the current survey date. The researcher wanted to know which participants did and did not change they role. The survey responses uncovered that 22 participants remained in the same leadership role as when they were undertaking the MTLP program. Seven participants were and still are leading a business function, six leading others, six leading self, two leading an organisation and one leading managers. The survey responses also showed that four respondents moved from the more challenging role of leading others to individual role and were leading themselves (e.g. self-employed, sole-trader). Two respondents changed from leading a business function, one from leading managers, and one from leading an organisation.

**Income.** The income level of MTLP participants who responded to the survey showed that the majority earned between \$61k to \$100k (N=22). Nine participants higher on the income scale earned between \$101k and \$140k. Three other respondents earned more than \$141k whilst four responders earned up to \$60k. Six respondents did not indicate their income level. Figure 4.9 further shows the findings.



**Figure 4.9 Yearly income of MTLP participants**

The next part presents findings relating to motivation to participate in MTLP leadership development.

### **Motivation to Attend MTLP Training**

Question Four asked the respondents to indicate their primary motive for enrolling in the MTLP leadership program. Most participants attended MTLP for personal rather than work reasons; 17 participants strongly disagreed with the statement to: ‘Complete a training requirement’. Most respondents (N=35), reported that they wanted to develop themselves professionally. Overall, 29 respondents wanted to learn more about leadership, and improve their self-confidence. Twenty-eight respondents also indicated that it was important for them to build connections with other leaders and to improve their overall performance. It appears that it was not a primary motive to attend the training for promotional reasons. Overall, statements corresponding to individual motive achieved a very positive score, with a mean above 4 on a scale of 1 to 5. The variance in most of the cases is low (Table 4.2).

**Table 4.2 Reasons for attending MTLP: mean and standard deviation scores**

Motive	Mean	SD
I enrolled into MTLP to: develop myself professionally.	4.66	0.834
I enrolled into MTLP to: learn more about leadership.	4.50	0.876
I enrolled into MTLP to: improve my job performance.	4.45	0.901
I enrolled into MTLP to: connect with other leaders.	4.39	1.039
I enrolled into MTLP to: improve my self-confidence.	4.18	1.317
I enrolled into MTLP to: enhance my chances for promotion.	3.52	1.285
I enrolled into MTLP to: complete a training requirement.	2.09	1.178

Note: Likert Scale: 1 = no extent to 5 = great extent; N = 44

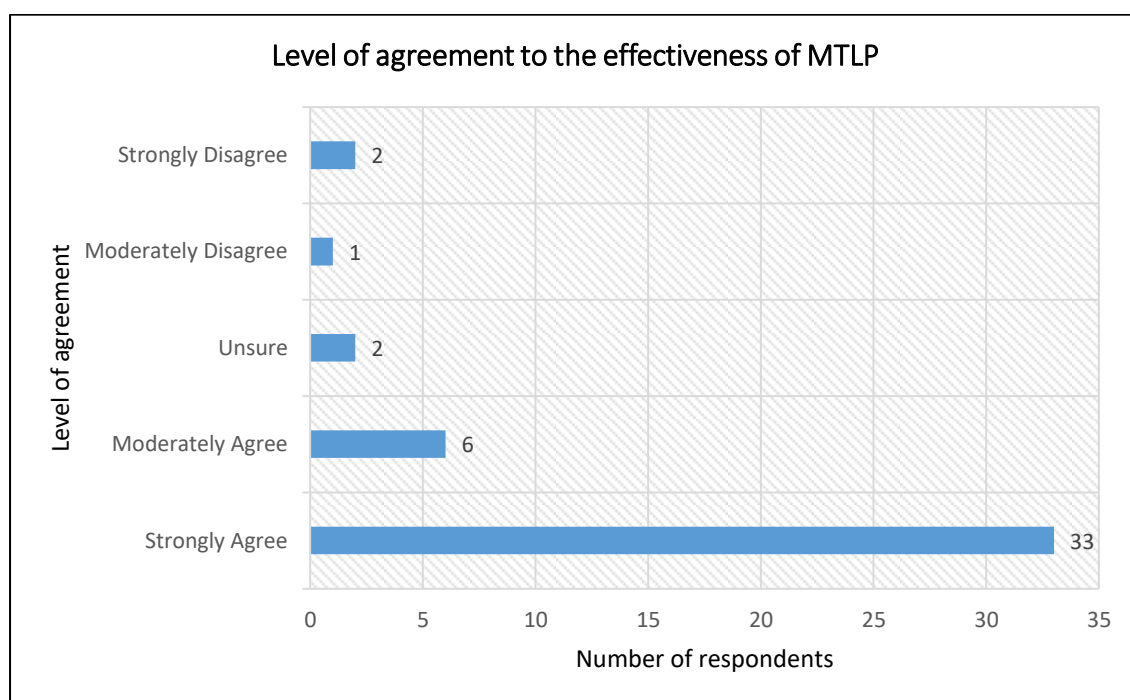
Based on the above data, it is evident that intrinsic ('Develop myself professionally', 'Learn more about leadership', 'Improve my job performance', 'Connect with other leaders', 'Improve my self-confidence' and 'Enhance my chances for promotion') rather than extrinsic motivation ('Complete a training requirement') had influenced the participants to enrol in MTLP. Intrinsically motivated individuals engage in activities for their personal reasons, while extrinsically motivated individuals are driven by other elements, such as external rewards and benefits (Ryan & Deci 2000).

The next section presents findings related to MTLP's program design.

### **Assessment of Program Design**

Question Two of the survey contained eight Likert scale statements to assess the respondents' perceptions of the overall design of MTLP program. There was strong agreement with most of the statements quantify this. These statements were grouped into four response categories: one category evaluated the agreement to which MTLP survey participants were satisfied with the program training approach, by implication, whether the approach was effective. The second category evaluated the agreement to which the training content was well chosen, by implication, whether the identified leadership skills were suitable to participants' developmental needs. The third category considered whether the program was in line with participants' expectations; and the last category evaluated the agreement of benefiting participants' personal life, and their work. This category also assessed whether the MTLP training was a suitable form of professional development and offered at a suitable point in one's career trajectory.

**Category One: Effectiveness of the MTLP training approach.** The survey participants were asked to indicate to what extent they believe the overall program approach was effective. Two thirds of respondents (75%) strongly agreed that the program was effective, wherein only 4.5% of respondents disagreed strongly (Figure 4.10).



**Figure 4.10 Distribution of the frequency of responses to “was MTLP effective?”**

**Category Two: The MTLP program addressed the relevance of the program’s content to participants’ needs for leadership skills and competencies.** The participants were further asked to evaluate the training program’s content to establish whether the chosen leadership skills and behaviours were suitable and important for their own development. Fifty percent of the survey participants (N=22) strongly agreed that the training program focused on the development of leadership skills, which were needed at the time of the program. Another 14 participants agreed moderately, three were unsure, three disagreed moderately, and three strongly disagreed.

When assessing the development of collaborative behaviour competence, two thirds of respondents strongly agreed that the program enabled them to develop this capability. The

other 10 respondents agreed moderately, three were unsure, and two participants strongly disagreed.

**Category Three: The MTLP program met participants' expectations.** Overall, 75% respondents strongly agreed that the MTLP training met their expectations. A further 13.5% participants agreed moderately, 2.5% were unsure, and 6.5% strongly disagreed.

**Category Four: Suitability of MTLP program for leadership development.** Most respondents strongly agreed that the MTLP program's design was effective. This is demonstrated by high mean scores for all design statements, which were between 4 and 5 (1 = not effective, 5 = highly effective). Overall, the design contributed to various benefits, such as meeting of developmental expectations (4.50), and a suitable platform to professional and personal development (4.48). Slightly different views were perceived by the MTLP participants in the area of leadership skills perceived as relevant to their job during the program (Table 4.3).

**Table 4.3 Program design opinion statements: mean scores and standard deviation**

Statement	Mean	SD
The program training approach was effective	4.52	1.023
The program met my expectations	4.50	1.089
The program provided opportunity for my professional development	4.48	1.045
The program enhanced my personal life	4.48	1.067
The program facilitation enabled me to apply MTLP learning in my work context	4.45	0.926
The program facilitation enabled me to build network with industry partners	4.43	0.998
The program came at an appropriate time in my career	4.34	1.098
The program addressed the leadership skills I needed for my job at the time	4.16	1.119

Note: Likert Scale: 1 = no extent to 5 = great extent; N = 41



### Other survey questions

Question Thirteen asked the survey respondents to indicate a level of agreement on: ‘I would recommend MTLP to other tourism industry professionals’. Almost 88% respondents strongly agreed with the statement, which was depicted by a positive mean score of 4.78 (out of five on a Likert scale). In this case, only one individual strongly disagreed with the statement.

Question Twelve asked the survey respondents to assess the suitability of the MTLP program: ‘During what career stage do you think one should attend the MTLP training’? About half of the respondents believe that the MTLP program is most suitable for those individuals between 29-33 years of age or those in ‘experience growth and transitioning in their thirties’ life stage. Eight respondents expressed that MTLP program is most suitable for those between the ages of 22-28, when ‘individuals enter an adult world’; and another eight responded to 34-39 years of age, the ‘settling down group’. Table 4.4 displays all the responses to this question.

**Table 4.4 Respondents’ recommendation to commence the MTLP program**

<b>During what career stage do you think one should attend the MTLP program?</b>	<b>Frequency</b>	<b>Percent</b>
Thirties transition (29-33)	21	51.22%
When entering adult world (22-28)	8	19.51%
Settling down (34-39)	8	19.51%
Mid-live transition (40-45)	3	7.32%
Fifties transition (51-55)	1	2.44%
Entering middle adulthood (46-50)	0	0%
Culmination of middle adulthood (56-60)	0	0%
Total		100%

Note: N = 41

Question Fourteen further asked the respondents to indicate whether they would attend a follow up leadership training. The responses show that nearly 93% of participants would consider attending follow up leadership development program, although it is not clear the reasons for this need exists. The findings are further shown in Table 4.5.

**Table 4.5 Respondents' consideration to attend follow up MTLP training**

<b>Would you attend follow up leadership program?</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	32	78.05%
Moderately Agree	6	14.63%
Unsure or Undecided	2	4.88%
Strongly Disagree	1	2.44%
Moderately Disagree	0	0.00%
Total		100%

Note: N = 41

Overall, all responses relating to the design of MTLP program were positive, signalling that individual growth was realised at some point between the program completion and the time of responding to the survey.

The effect of MTLP training on individual learning is presented next to highlight what type of growth was experienced by those being surveyed.

### **The Learning Effects of Participation in MTLP**

Question Six contained statements which were designed to assess the impact derived from MTLP participation. Specifically, these statements were to answer: 'To what extent did the participation in MTLP affect the participant's leadership and job performance' (1 strongly disagree and 5 strongly agree). Thus, the impacts fell into two distinct categories: (1) leadership related impacts (Table 4.6), and (2) job related impacts (Table 4.7).

All responses were very positive, with the highest responses in the leadership area of increased leadership understanding and more confidence in leadership abilities. Although still high, the commitment to the future of the participant's organisation or business, achieved the lowest score. Comparing this score with the mean score for the commitment to the future of the participant's industry, participants seemed to show greater commitment to their industry than their business or organisation. The mean scores for the leadership based learning effects are shown in Table 4.6.

**Table 4.6 Mean scores, standard deviation and ranked order for extent of participant's leadership learning from the MTLP training**

Statement	Mean	SD
My understanding of leadership increased	4.60	0.929
I gained more confidence in my leadership abilities	4.42	1.006
My interest in leadership increased	4.37	0.846
I gained a network for leadership information and assistance	4.37	1.024
I became more committed to the future of our industry	4.05	1.154
I became more committed to the future of my organisation or business	3.67	1.21

Note: N = 43; Likert Scale: 1 = no extent to 5 = great extent

In the second job-related category, the responses were high, but comparably lower than in the leadership category. The highest mean reported was for better ability to perform job tasks, and the lowest mean score was reported for motivation to move to a higher position. The mean scores for the job based learning effects are shown in Table 4.7.

**Table 4.7 Mean scores and standard deviation for extent of participant's job-related learning from the MTLP training**

Statement	Mean	SD
I was better able to perform my job tasks	4.26	1.002
My career advanced after completing MTLP	3.63	1.254
I was motivated to move to a higher position	3.53	1.297

Note: N = 43; Likert Scale: 1 = no extent to 5 = great extent

The next section provides findings relating to leadership skills and competencies the survey participants saw as important, and an extent to which the participants improved as result of the MTLP training.

### **Findings from scale one: Importance-Performance Analysis (IPA)**

The literature findings and findings generated from Phase I led the research to identify 22 leadership skills and competencies, which were sorted into three leadership level groups: Leadership Base Level, Advanced Level Skills, and Strategic Level Skills (see the Methodology chapter for details). Thus, the researcher first completed statistical tests suitable for a small sample size to determine whether there is any difference in participants' ratings of

leadership skills on their Importance and the Performance. The researcher also investigated whether there was any significant difference in gender groups ratings. Overall, this gap analysis was required to inform the leadership program team about the gaps and future leadership development needs.

**Reliability of the IPA Scale.** A reliability test of the IPA scale was first completed to see if the sample data were suitable for further analysis. The internal consistency of the IPA scale reached a Cronbach's  $\alpha$  of 0.97 for a composite score, and between 0.89 and 0.93 for each of the IPA subscales (Table 4.8).

**Table 4.8 Cronbach alpha for all three leadership skills and capabilities sets**

IPA Category	Cronbach Alpha
Leadership base level	0.92
Advanced level	0.89
Strategic level	0.93

Note: N = 42

The Cronbach's alpha results in Table 4.8 show that the scale items share covariance and likely measure the same concept (e.g., 'Leadership base level' skills and capabilities). As guided by Pallant (2016), Cronbach's alpha coefficient should be between 0.65 and 0.8 (or higher) to be acceptable. If the coefficient is however high (e.g.,  $> 0.95$ ), there might be a risk of redundancy in the scale items. In this case, the three scales have a strong  $\alpha$  coefficients and seem to be within the specified boundaries.

In regard to the correlations between the skills and capabilities contained within each category ('Leadership base level', 'Advanced level' and 'Strategic level'), the relationships were all positive and significant. These results are shown in Table 4.9 – Table 4.11.

Table 4.9 shows the correlations between the coefficients in the 'Leadership Base Level' category. In these results, all relationships are positive and significant.

**Table 4.9 Correlations between measures of skills and competencies: ‘Leadership base level’**

<b>Base level skills and competencies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Leading oneself	-							
2. EI	.668**	-						
3. Build effective work groups	.617**	.556**	-					
4. Communication skills	.537**	.394*	.511**	-				
5. Management skills	.711**	.458**	.660**	.421**	-			
6. Collaborate	.712**	.472**	.715**	.622**	.552**	-		
7. Motivate others	.667**	.569**	.871**	.474**	.751**	.647**	-	
8. Foster innovation	.693**	.366*	.584**	.318*	.739**	.602**	.632**	-

Note: N = 42; probability \* p<.05 \*\*p<.01

Correlations (Table 4.10) between the coefficients in the ‘Advanced Level’ were also positively significant.

**Table 4.10 Correlations between measures of skills and competencies: ‘Advanced level’**

<b>Advanced level skills and competencies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Leading others	-					
Projecting leadership values	.619**	-				
Develop others	.615**	.488**	-			
Think and act strategically	.406**	.569**	.534**	-		
Initiate and implement change	.399**	.554**	.595**	.755**	-	
Develop collaborative network	.517**	.627**	.676**	.691**	.724**	-

Note: N = 42; probability \* p<.05 \*\*p<.01

In the case of ‘Advanced Level’, the correlations (Table 4.11) between the coefficients were also positively significant.

**Table 4.11 Correlations between measures of skills and competencies: ‘Strategic level’**

<b>Strategic level skills and competencies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Balance conflicting demands	-							
Build and maintain relationships	.663 **	-						
Leading the organisation	.426 **	.529 **	-					
Ability to think creatively	.747 **	.743 **	.577 **	-				
Ability to cooperate	.648 **	.817 **	.462 **	.735 **	-			
Ability to influence others	.444 **	.546 **	.808 **	.557 **	.510 **	-		
Make effective decisions	.594 **	.599 **	.785 **	.678 **	.589 **	.841 **	-	
Develop agility	.571 **	.587 **	.682 **	.686 **	.531 **	.734 **	.756 **	-

Note: N = 42; probability \* p<.05 \*\*p<.01

### *Leadership Skills and Competencies Gap: Findings*

After conducting the reliability test and correlation tests, the researcher assessed the gap between the perceived Importance and Performance scores. First, the mean scores and standard deviations (Table 4.12) were compared to see whether any gap existed between the 22 leadership skills and competencies sets.

**Table 4.12 Importance and performance gap analysis: mean, standard deviation, and Wilcoxon S-R test**

Variable	Importance		Wilcoxon S-R	Performance		Wilcoxon S-R	Exact Sig. (2- tailed)	Z
	Mean	SD	Mean Rank	Mean	SD	Mean Rank		
<i>Leadership Base Level</i>								
Communication Skills	4.77	0.68	10.14	4.17	1.02	7.5	0.00**	-3.69
Leading Oneself	4.81	0.66	8	4.34	0.94	0	0.00**	-3.69
Collaborate	4.72	0.7	9.75	4.24	0.99	7.5	0.00**	-3.25
Foster Innovation	4.49	0.8	11.59	3.98	1.01	8.5	0.00**	-2.99
Build Effective Work Group	4.49	0.74	10.89	4.1	1.02	7.5	0.01**	-2.43
Motivate Others	4.58	0.85	11.19	4.17	1.02	10.4	0.02*	-2.33
Emotional Intelligence	4.77	0.72	7.45	4.46	0.98	5.5	0.04*	-2.13
Management Skills	4.23	1.02	11	4.02	1.04	11	0.34	-1.01
<i>Advanced Leadership Skills</i>								
Initiate & Implement Change	4.63	0.72	12.28	4.05	1	8	0.00**	-3.19
Think & Act Strategically	4.67	0.84	10.72	4.22	0.88	12.67	0.00**	-2.91
Develop Collaborative Network	4.53	0.88	10.54	4.2	0.95	8.5	0.02*	-2.27
Leading Others	4.44	0.93	9.8	4.07	0.93	10.75	0.03*	-2.25
Projecting Leadership Values	4.37	0.93	11.6	4.02	1.04	9.5	0.03*	-2.20
Develop Others	4.37	0.93	12.91	3.95	1.14	9.93	0.03*	-2.17
<i>Strategic Leadership Level</i>								
Build & Maintain Relationships	4.77	0.68	8.5	4.27	0.9	0	0.00**	-3.75
Leading Organisation	4.16	1.02	13.18	3.68	1.08	12.42	0.01**	-2.52
Think Creatively	4.56	0.73	9.16	3.98	0.99	6.5	0.00**	-3.45
Develop Agility	4.58	0.79	9.22	3.98	1.11	5.5	0.00**	-3.45
Balance Conflicting Demands	4.65	0.81	11.82	4.12	0.95	9.5	0.00**	-3.40
Make Effective Decisions	4.63	0.82	11.74	4.05	1.05	10	0.00**	-3.39
Influence Others	4.49	0.77	7.17	4.05	1.05	5	0.00**	-2.94
Cooperate	4.70	0.74	9.8	4.32	0.91	8	0.00**	-2.87

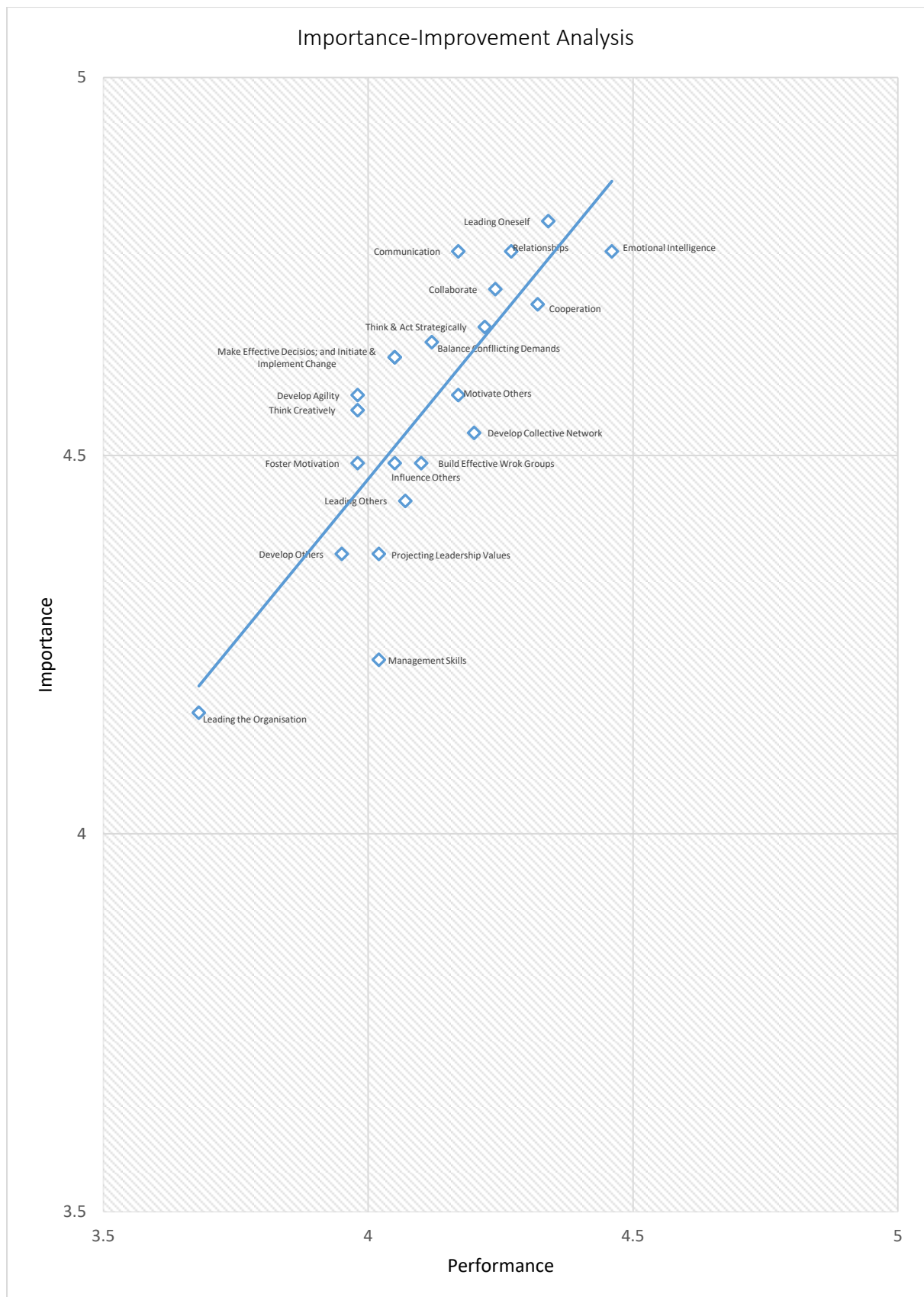
Note: N = 41; Likert Scale: 1 = no extent to 5 = great extent; \*\*p < .01; \*p < .05

The Importance mean values (Table 4.12) for all twenty-two leadership skills and capabilities were perceived by the participants as important, as all values were between 4 and 5 (4 = moderately important; 5 = very important). It is evident that ‘Leading oneself’ (4.81), ‘Emotional Intelligence’ (4.77), ‘Ability to build and maintain relationships’ (4.77) and ‘Communication skills’ (4.77) were highly valued leadership capabilities by the program participants, each with a mean value above 4.5.

On the Performance side, the mean values (Table 4.12) for key leadership skills and capabilities ranged from 3.95 to 4.46 on the five-point Likert scale. It was perceived by the participants that ‘Emotional Intelligence’ (4.46), ‘Leading oneself’ (4.34) and the ability to ‘Cooperate’ (4.32), ‘Build and maintain relationships’ (4.27), and to ‘Collaborate’ (4.24), were developed more effectively than any other capabilities. Overall, those capabilities, which were perceived as highly important also scored highly on improvement.

Figure 4.11 visually depicts the mean score findings on a scatter plot for all the leadership skills and competencies.





**Figure 4.11 Importance-performance gap analysis**

The Wilcoxon S-R non-parametric test was used to confirm whether the participants' ratings on the Importance side were higher than those ratings on the Performance side. Most of the leadership skills and capabilities on the Importance side were rated more favourably, except for 'Management Skills' where the mean rank for Importance and Performance was the same (Importance mean rank = 11, Performance mean rank = 11,  $Z = -1.01$  and  $p = 0.34$ ). This means that the participants perceived themselves as competent in the management domain. The other  $Z$  and  $p$ -value scores (Table 4.12) thus show the gap size between the various skills and capabilities sets; a larger  $Z$  score represents a greater gap.

The researcher also aimed to examine whether there was any difference between the participants' ratings and their gender. If there is a difference in one's rating based on a gender, additional assessment approach might be required to accurately assess the current leadership performance of the program participants. Such insights might be generated from the participant's superiors, colleagues, subordinates or any other close individuals (Kouzes & Posner 2007).

The Mann Whitney U test was used to complete this analysis (Table 4.13) and to partly answer the fourth research question: Do gender, age education and a leadership role influence the self-rating of one's perceived transformational leadership? Thus, the following sub-question needs to be answered:

RQ4 .1. Is the distribution of scores for Importance and Performance same across categories of sex?

**Table 4.13 The Mann Whitney U test: importance-performance scores and gender groups**

	Com. Skills	Leading Oneself	Collabo-ration	Initiate & Imp. Change	Think & Act Strategically	Develop Collaborative Network	Build & Maintain Relationships	Leading Org.	Think Creatively
U	109.00	86.00	102.00	82.50	76.50	116.00	106.00	55.50	112.50
Z	-0.43	-1.37	-0.70	-1.43	-1.76	-0.15	-0.55	-2.41	-0.31
Exact Sig. (2-tailed)	0.69	0.23	0.51	0.16	0.11	0.89	0.62	<b>0.02*</b>	0.79

Note: Male = 8; Female = 30; \*\* $p < .01$ ; \* $p < .05$

A Mann-Whitney U test revealed no significant difference in the Importance-Performance scores of males (N=8) and females (N=30) on 7 out of 8 skills/ capabilities sets within the 'Leadership Base Level'. Thus, the null hypothesis was accepted. The only significant difference was recorded in the 'Leading an Organisation' where males recorded higher score,  $U = 55.50$ ,  $z = -2.41$ ,  $p = 0.02$ .

### **Findings from Scale Two: Leadership Practices Inventory (LPI)**

To measure the extent of MTLTP participants' application of transformational leadership behaviours, the widely-applied Leadership Practices Inventory (LPI) scale was used (Kouzes & Posner 2007). Thus, the purpose of this analysis was to identify any gaps associated with practicing the five leadership behaviours as proposed by this transformational leadership model. The researcher also tested whether there was any difference in ratings of these behaviours between participants, considering their gender, age, year of program completion, level of education and their leadership role.

***Reliability of the LPI Scale.*** The internal consistency of the LPI scale was a Cronbach's  $\alpha$  of 0.98 for a composite score and between 0.91 and 0.94 for each of the LPI subscales (Table 4.14). All five leadership practices had strong internal reliability coefficients, as per participants' self-reported scores. Kouzes & Posner (2007) state that a Cronbach's alpha coefficient greater than 0.80 is regarded as very strong. According to Posner (2016), previous studies have consistently reported on stronger reliability scores for 'Encourage the heart' and 'Enable others to act' constructs, and lower reliability scores for 'Model the way' and 'Inspire a shared vision' constructs. Thus, the findings in this study are consistent with other studies and confirm the suitability of the sample data in this case. The LPI scale was chosen due to its reputation for construct validity and its use in leadership research. Summary of empirical research reporting on similarly strong internal reliability of the LPI is presented in Posner (2016).

**Table 4.14 Leadership practices inventory: mean, standard deviations, Cronbach alpha**

Variable	Mean	SD	Subscale Values	Composite Cronbach's Alpha
<b>Model the Way</b>				
1. I set a personal example of what I expect of others	8.38	2.12		
2. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on	7.33	2.03		
3. I follow through on the promises and commitments that I make	8.69	1.89		
4. I ask for feedback on how my actions affect other people's performance	6.60	2.50		
5. I build consensus around a common set of values for running our organisation	7.13	2.18		
6. I am clear about my philosophy of leadership	7.69	2.10		
<i>Construct Mean</i>			45.82	
<i>Construct SD</i>			12.83	
<i>Cronbach's Alpha</i>			0.91	
<b>Inspire a Shared Vision</b>				
1. I describe a compelling image of what our future could be like	7.33	2.22		
2. I describe a compelling image of what our future could be like	6.76	2.10		
3. I appeal to others to share an exciting dream of the future	7.27	1.92		
4. I show others how their long-term interests can be realised by enlisting in a common vision	6.16	2.38		
5. I paint the "big picture" of what we aspire to accomplish	7.69	2.33		
6. I speak with genuine conviction about the higher meaning and purpose of our work	7.42	2.43		
<i>Construct Mean</i>			42.62	
<i>Construct SD</i>			13.44	
<i>Cronbach's Alpha</i>			0.92	
<b>Challenge the Process</b>				
1. I seek out challenging opportunities that test my own skills and abilities	7.62	2.25		
2. I challenge people to try out new and innovative ways to do their work	7.38	2.19		
3. I search outside the formal boundaries of my organisation for innovative ways to improve what we do	7.98	2.04		
4. I ask "What can we learn?" when things do not go as expected	7.80	2.10		
5. I make sure that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	7.76	2.01		
6. I experiment and take risks, even when there is a chance of failure	7.69	2.20		
<i>Construct Mean</i>			46.22	
<i>Construct SD</i>			12.79	
<i>Cronbach's Alpha</i>			0.93	

Variable	Mean	SD	Subscale Values	Composite Cronbach's Alpha
<b>Enable Others to Act</b>				
1. I develop cooperative relationships among the people I work with	8.91	1.95		
2. I actively listen to diverse points of view	8.20	2.02		
3. I treat others with dignity and respect	9.20	1.94		
4. I support the decisions that people make on their own	8.13	1.83		
5. I give people a great deal of freedom and choice in deciding how to do their	8.38	2.16		
6. I ensure that people grow in their jobs by learning new skills and developing themselves	7.89	2.19		
<b>Construct Mean</b>			50.71	
<b>Construct SD</b>			12.08	
<b>Cronbach's Alpha</b>			0.94	
<b>Encourage the Heart</b>				
1. I praise people for a job well done	8.76	1.88		
2. I make it a point to let people know about my confidence in their abilities	7.80	2.07		
3. I make sure that people are creatively rewarded for their contributions to the success of our projects	7.53	2.20		
4. I publicly recognise people who exemplify commitment to shared value	8.00	2.08		
5. I find ways to celebrate accomplishment	7.78	1.68		
6. I give the members of the team lots of appreciation and support for their contributions	8.42	1.88		
<b>Construct Mean</b>			48.29	
<b>Construct SD</b>			11.79	
<b>Cronbach's Alpha</b>			0.94	
<b>Composite Cronbach's Alpha</b>				0.98

Note: N = 45; Likert Scale: 1 = almost never to 10 = almost always

**Extent of Transformational Leadership Development.** A Likert Scale from 1 to 10, where 1 stands for low level of demonstrated leadership behaviour and 10 for high level of demonstrated leadership behaviour, was used for each of the LPI transformational leadership behaviour subscales to see the current level of participants' leadership development. Each behavioural subscale consists of 6 variables, thus maximum score for each subscale might result in highest score of 60. Table 4.14 shows the mean scores and standard deviations for each LPI subscale (Model the way, Inspire a shared vision, Challenge the process, Enable others to act, and Encourage the heart).

The mean scores for each individual indicator within the LPI subscale was mostly in the upper range between 7 and 9. Consequently, the total mean score of each of the 5 LPI

constructs was in the upper range, between 40 and 60. The highest mean value was recorded in the ‘Enable others to act’ category (50.71), and the lowest score was in ‘Inspire a shared vision’ (42.62) category. Thereupon, the ‘Inspire a shared vision’ behavioural category signifies an area of further development for the survey participants.

### ***LPI Score Differences Between Groups: Gender, Age, Year of Program Completion, Education and Leadership Role***

To further assess whether there were any differences between MTLTP participants and the application of leadership practices, the researcher used the Mann-Whitney U Test to assess this. Due to the small sample size (N=45), this test was appropriate. The chosen variables, which were included in the analysis for each leadership practice included: gender, age, year of program completion, education and leadership role. Overall, the sub-questions posed in this section helped to answer the fourth research question: Do gender, age, education and a leadership role influence the self-rating of one’s perceived transformational leadership? Differences between groups might require additional assessment approach to accurately assess the participants’ performance.

***LPI and Gender.*** Comparing the leadership practices score ratings of female and non-female participants, female participants rated themselves higher than non-females. Table 4.15 shows the mean differences and significance (if any).

RQ 4.2. Is there a difference in the LPI scores between female and non-female participants?

**Table 4.15 Application of leadership practices: difference between gender groups**

<b>LPI Categories</b>	<b>Females Mean</b>	<b>Rank</b>	<b>Other Mean</b>	<b>Rank</b>	<b>Mann-Whitney test / Two-tailed test</b>	
Model	46.43	4	44.6	3	U	15.00
Inspire	42.57	5	42.73	4	U	0.00
Challenge	47.57	3	43.53	5	(standardized) Expected value	12.50
Enable	51.13	1	49.87	1	Variance (U)	22.92
Encourage	48.37	2	48.13	2	p-value (Two-tailed)	0.69

Note: Females (n = 30), Other (n = 15); \*\*p < .01; \*p < .05

There was no statistically significant difference in ratings between gender groups.

The rank order for the five practices was same for both groups on 3 of the dimensions: ‘Enable others to act’ (1), ‘Encourage the heart’ (2), and ‘Inspire a shared vision’ (5). ‘Challenge the process’ and ‘Model the way’ were reversed for the two gender groups.

**LPI and Age.** The difference between participants’ scores aged up to 34 years of age and those 35 and beyond showed no significant difference. Table 4.16 shows the reported mean scores and ranked order of LPI scores.

RQ 4.3. Is there a difference in the LPI scores between participants who are up to 34, and those 35 and beyond?

**Table 4.16 Application of leadership practices: difference between age groups**

<b>LPI Categories</b>	<b>Up to 34 Mean</b>	<b>Rank</b>	<b>35 Plus Mean</b>	<b>Rank</b>	<b>Mann-Whitney test / Two-tailed test</b>	
Model	46.42	4	47.15	4	<b>U</b>	12
Inspire	42.58	5	44.04	5	<b>U (standardized)</b>	0.00
Challenge	48	3	47.69	3	<b>Expected value</b>	12.50
Enable	51.33	1	51.88	1	<b>Variance (U)</b>	22.91
Encourage	49.25	2	48.85	2	<b>p-value (Two-tailed)</b>	1.00

Note: Up to 34 (n = 12), 35 Plus (n = 26); \*\*p < .01; \*p < .05

There was no statistically significant difference in ratings between age groups.

The rank order for all the five practices was the same for both age groups, up to 34 and 35 plus.

**LPI and Year of Program Completion.** Comparing the leadership practices score ratings of participants who completed the program between 2009-2013 and 2014-2016, those in the earlier years rated themselves higher on all the LPI practices except of ‘Encourage the heart’. Table 4.17 shows the means difference and ranked order of LPI scores.

RQ 4.4. Is there a difference in the LPI scores between participants who completed the program between 2009-2013 and 2014-2016?

**Table 4.17 Application of leadership practices: difference between completion year**

<b>LPI Categories</b>	<b>2009-2013 Mean</b>	<b>Rank</b>	<b>2014-2016 Mean</b>	<b>Rank</b>	<b>Mann-Whitney test / Two-tailed test</b>	
Model	47.11	4	46.75	4	<b>U</b>	13.00
Inspire	44.44	5	42.8	5	<b>U</b>	0.00
Challenge	48.44	2	47.2	3	<b>(standardized) Expected value</b>	12.50
Enable	50.56	1	52.75	1	<b>Variance (U)</b>	22.92
Encourage	48.17	3	49.7	2	<b>p-value (Two-tailed)</b>	0.69

Note: 2009-2013 (n = 18), 2014-2016 (n = 20); \*\*p < .01; \*p < .05

There was no statistically significant difference in ratings between year of program completion groups.

The rank order for the five practices was same for both groups on 3 of the dimensions: ‘Enable others to act’ (1), ‘Model the way’ (4), and ‘Inspire a shared vision’ (5). ‘Challenge the process’ and ‘Encourage the heart’ were reversed for the two cohort groups.

**Education.** Comparing the leadership practices score ratings of participants who completed the program and attained either a ‘Sub Bachelor, Bachelor or Masters’ qualification, those in ‘Sub Bachelor’ group rated themselves higher on all the LPI practices except on ‘Challenge the process’. As three different groups were considered, the non-parametric Kruskal-Wallis Test was used. All criteria were met and the results are shown in Table 4.18.

RQ 4.5. Is there a difference in the LPI scores between participants who completed the program and hold graduate or post-graduate qualification than those participants at sub-bachelor category?



**Table 4.18 Application of leadership practices: difference between level of education**

<b>LPI Category</b>	<b>Sub Bach. Mean</b>	<b>Rank</b>	<b>Bach. Mean</b>	<b>Rank</b>	<b>Master</b>	<b>Rank</b>	<b>Kruskal-Wallis test / Two-tailed test:</b>	
Model	49.33	3	48.35	4	41.67	4	<b>K (Observed value)</b>	6.86
Inspire	46.17	5	44	5	40.78	5	<b>K (Critical value)</b>	5.99
Challenge	48.33	4	48.7	3	45.11	2	<b>DF</b>	2.00
Enable	54.17	1	52.61	1	47.78	1	<b>p-value (one-tailed)</b>	0.03
Encourage	52.83	2	49.61	2	44.78	3	<b>alpha</b>	0.05

Note: Note: Sub Bach. (n = 6), Bach (n = 23), Master (n = 9); \*\*p < .01; \*p < .05

As seen in Table 4.19, the Sub Bachelor group scored their leadership behaviours significantly higher than the Master's group. The p-value is lower than the significance level (alpha = 0.05).

**Table 4.19 Application of leadership practices: difference between level of education - significance**

<b>Groups</b>	<b>Frequency</b>	<b>Sum of ranks</b>	<b>Mean of ranks</b>	<b>Groups</b>	<b>p-values</b>	<b>Sub Bach.</b>	<b>Bach.</b>	<b>Master</b>
Sub Bach.	5	54.000	10.800	A	Sub Bach.	1	0.621	<b>0.013</b>
Bach.	5	47.000	9.400	A B	Bach.	0.621	1	0.048
Master	5	19.000	3.800	B	Master	<b>0.013</b>	0.048	1

Note: Note: Sub Bach. (n = 6), Bach (n = 23), Master (n = 9); \*\*p < .01; \*p < .05

By order, all three educational groups used most widely the 'Enable others to act' leadership behaviour, while 'Inspire a shared vision' behaviours were displayed the least.

**LPI and Leadership Role.** Comparing the leadership practices score ratings of participants in two different leadership categories, those leading managers and organisations rated themselves higher on the leadership practices than those participants leading self and others. Table 4.20 shows the means difference, ranked order of LPI scores, and significance (if any).

RQ 4.6. Is there a difference in the LPI scores between participants leading self and others, and participants leading managers and organisations?

**Table 4.20 Leadership practices between participants by leadership role**

<b>LPI Categories</b>	<b>Self &amp; Others Mean</b>	<b>Rank</b>	<b>Managers &amp; Up Mean</b>	<b>Rank</b>	<b>Mann-Whitney test / Two-tailed test</b>	
Model	44.7	3	48.78	4	<b>U</b>	6.00
Inspire	39.91	5	47.06	5	<b>U (standardized)</b>	0.00
Challenge	44.39	4	50.39	3	<b>Expected value</b>	12.50
Enable	51.09	1	52.28	1	<b>Variance (U)</b>	22.92
Encourage	47.83	2	50.44	2	<b>p-value (Two-tailed)</b>	0.22

Note: Note: Self & Others (n = 23), Managers & Up (n = 18); \*\*p < .01; \*p < .05

There was no statistically significant difference in ratings between participants by leadership role groups.

The rank order for the five practices was same for both groups on 3 of the dimensions: ‘Enable others to act’ (1), ‘Encourage the heart’ (2), and ‘Inspire a shared vision’ (5). ‘Challenge the process’ and ‘Model the way’ were reversed for the two cohort groups.

### **Survey Results: Open-ended Responses**

The survey participants were further asked to identify up to 3 business, tourism destination and community outcomes directly attributable to their engagement in MTLP training. The open-ended responses were reviewed in three reiterations, which resulted in themes associated with specific outcome level category: workplace, tourism destination, and community. The findings are presented in the next section.

**Work-based Outcomes.** First, the MTLP survey participants were asked to record up to three work-based outcomes, which they have achieved as result of MTLP training. Twenty-eight participants provided three different examples, which evidenced their application of program learning in the work environment. The total of 97 statements recorded were then analysed and categorised into themes. Overall, 17 themes were identified:

- Application of Emotional Intelligence
- Collaboration
- Organisational culture
- Innovation
- Communication
- Improved performance
- Improved relationships
- Strategic capability
- Motivation
- Learning and development
- Change
- Empowerment
- Information and knowledge
- Recognition
- Team development
- Focus
- Customer orientation

An overview of the key themes is presented in Table 4.21. The left side of the table presents the themes and the middle indicates the number of times the themes were mentioned. The right side of the table presents the exact words from the survey.

**Table 4.21 Key themes regarding the influence of MTLP on the participant's business or organisation**

Theme	Number of mentions	Quotes: Examples
Emotional Intelligence	13	<ul style="list-style-type: none"> <li>Use emotional intelligence to engage and manage upwards</li> <li>Increase understanding and empathy of co-workers and customers</li> <li>Greater understanding of others</li> <li>More mindful of the human element of our workplace - understanding and empathy</li> </ul>
Collaboration	10	<ul style="list-style-type: none"> <li>Collaborate and network with others</li> <li>Create a collaborative and open environment within the team that I work in</li> <li>Encourage &amp; nurture collaboration</li> <li>Encourage collaboration</li> <li>Implemented collaborative regional project that saved financial and people resources</li> <li>Stronger collaboration between senior managers in my team</li> <li>Collaboration - new/stronger connections with our stakeholders through new tourism network connections and opportunities to work with others.</li> </ul>
Organisational culture	9	<ul style="list-style-type: none"> <li>Change in culture</li> <li>Continue to uphold an environment where people love coming to work</li> <li>Culture - ability to recognise need for cultural change and at a minimum influence positive culture via my team and department</li> </ul>
Innovation	9	<ul style="list-style-type: none"> <li>Innovation - new business opportunities</li> <li>Encourage innovation and new ideas</li> <li>Innovative approach to developments and solving problems</li> <li>Fostering creativity and innovation</li> </ul>
Communication	9	<ul style="list-style-type: none"> <li>Clearer avenues of communication</li> </ul>
Improved performance	7	<ul style="list-style-type: none"> <li>Improved branding and awareness in industry</li> <li>Improved ability to self-manage and keep on top of workload</li> <li>Increased level of productivity</li> <li>Better processes for actioning projects.</li> <li>Improved project management</li> </ul>
Improved relationships	7	<ul style="list-style-type: none"> <li>Develop great stakeholder partnerships</li> <li>Improving industry connectedness</li> </ul>
Strategic capability	7	<ul style="list-style-type: none"> <li>Strategy - more leadership and strategy development within our team &amp; division leading to better quality/more strategic output</li> <li>I manage strategic planning in our business and the approach we take is human centred</li> <li>Set a future plan including goals</li> </ul>
Motivation	5	<ul style="list-style-type: none"> <li>Motivate team members</li> <li>Motivate others more effectively</li> <li>Encouraging others</li> </ul>
Learning and development	4	<ul style="list-style-type: none"> <li>I facilitate internal workshops using the principles of positive psychology</li> <li>Mentor other staff</li> </ul>
Focus	4	<ul style="list-style-type: none"> <li>Define new organisational values</li> <li>Focus more on positive outcomes with staff - deal with negative but highlight positive</li> </ul>
Change	3	<ul style="list-style-type: none"> <li>Developed resilience to change</li> </ul>
Empowerment	3	<ul style="list-style-type: none"> <li>To break patterns of 'you' being the answer to everything to encourage finding answers on their own</li> <li>Empowering others</li> <li>Empowering casual staff</li> </ul>
Information and knowledge	2	<ul style="list-style-type: none"> <li>Sharing of new industry insights and news</li> <li>Encourage co-workers to share ideas</li> </ul>
Recognition	2	<ul style="list-style-type: none"> <li>Confidence to push ahead and celebrate our achievements</li> </ul>
Team development	2	<ul style="list-style-type: none"> <li>Build team resilience through change</li> <li>Develop project teams based on strengths</li> </ul>
Customer orientation	1	<ul style="list-style-type: none"> <li>Empathising with clients' perspectives</li> </ul>

Based on these findings, the most profound business changes occurred due to raised Emotional Intelligence (EI), increased focus on Collaboration, and an increased emphasis on positive Organisational Culture, Innovation and Communication.

Overall, the survey findings show that 80% of the survey participants were motivated and in position to change “at least one behaviour” which contributed to better outcomes; 62% participants contributed to business outcomes through three different initiatives.

**Tourism Destination Outcomes.** The MTLP survey participants were also asked to identify up to three outcomes, which they attributed to their participation in the MTLP that contributed to improvements in the wider span of their tourism destination. Overall, 88 tourism-based outcomes were identified by 34 of 45 respondents, resulting in 755 contributions. Again, the verbatim statements were analysed and categorised into six emergent themes:

- Innovation
- Collaboration
- Network development
- Communication
- Improved relationships
- Strategic focus

Table 4.22 presents an overview of these findings. The left side of the table identifies the themes and the middle indicates the corresponding number of mentions. The right side of the table presents examples of specific statements from the survey.

**Table 4.22 Key themes regarding the influence of MTLP on participant's tourism destination**

Theme	Number of mentions	Quotes: Examples
Innovation	18	<ul style="list-style-type: none"> <li>▪ New tourism products (interactive tours)</li> <li>▪ Product collaboration</li> <li>▪ Sharing ideas between like-minded businesses</li> <li>▪ Developed series of media releases based on knowledge gained from partners on areas that needed improved focus</li> <li>▪ Identifying unnecessary product in the industry that we supply and identifying new opportunities to help enhance the industry</li> <li>▪ Innovative release of new product that connects major event attendees with local attractions</li> <li>▪ Discussing new initiatives</li> <li>▪ New product development in Victoria in partnership with various government and non-government stakeholders</li> <li>▪ Share innovation with industry members</li> </ul>
Collaboration	16	<ul style="list-style-type: none"> <li>▪ Better collaboration between Tourism Victoria and the industry</li> <li>▪ Better industry collaboration with our organisation – I've been able to connect a few dots for people</li> <li>▪ Collaborate with other tour operators on resources</li> <li>▪ Investigated and collaborated across region to develop stat collection that provides valuable data to management and marketing</li> <li>▪ Industry collaboration</li> </ul>
Network development	14	<ul style="list-style-type: none"> <li>▪ Initiate partnership projects</li> <li>▪ Partner networking</li> <li>▪ Stronger and expanded networks</li> <li>▪ Better collaboration and networking in general with those that did the course and those that have done it before</li> </ul>
Communication	8	<ul style="list-style-type: none"> <li>▪ Better communication between tourism body and industry</li> <li>▪ Actively seek to engage more businesses in the conversation to always bring in more sectors and fresh thinking</li> <li>▪ Shared knowledge and expertise including encouraging more visitors to our parks/attractions</li> </ul>
Improved relationships	8	<ul style="list-style-type: none"> <li>▪ Build stronger industry relationships</li> <li>▪ Relationships formed to collaborate and deliver better customer outcomes</li> <li>▪ Fostering networking and collaborative opportunities within industry - bringing students and industry together</li> </ul>
Strategic focus	4	<ul style="list-style-type: none"> <li>▪ Bringing tourism focus to an organisation who aren't currently tourism focussed</li> <li>▪ Industry development</li> </ul>

Overall, the findings show that the top three outcome categories within this tourism destination domain are Innovation, Collaboration, and Network development. The above examples also show that several MTLP survey participants were motivated to step out of their own business boundaries and connect with other stakeholders within their tourism destination. It is evident that their new found personal drive resulted in better tourism destination initiatives and outcomes.

The survey findings further show that 75% of the survey participants were motivated and in position to change at least one element which contributed to better tourism destination

outcomes whilst 40% of participants contributed to business outcomes through three different initiatives.

**Community-based Outcomes.** In addition to business and tourism destination-based outcomes, the MTLP survey participants were asked to identify up to three outcomes, through which they deem have benefited their greater community. In this case, 51 statements were reported, and the respective verbatim statements were analysed and categorised into themes. Five themes emerged from the analysis:

- New community experiences
- Strategic destination planning
- Community volunteering
- Community engagement
- Understanding community needs

Table 4.23 presents an overview of these findings. The left side of the table identifies the themes and the middle indicates the corresponding number of mentions. The right side of the table presents examples of specific statements from the survey.

**Table 4.23 Key themes regarding the influence of MTLP on participant's community**

Theme	Number of mentions	Quotes: Examples
New community experiences	17	<ul style="list-style-type: none"> <li>▪ Create event to bring community together</li> <li>▪ Empowering community to do most with/ at events</li> <li>▪ Initiated dedicated social media platforms</li> </ul>
Strategic destination planning	7	<ul style="list-style-type: none"> <li>▪ Engaged local community in development of regional tourism growth and partnerships</li> <li>▪ Improved community engagement in decision making</li> <li>▪ Motivated the local volunteer community behind a regional event and changed the thinking around tourism vs locals</li> </ul>
Community volunteering	5	<ul style="list-style-type: none"> <li>▪ Volunteer at local events</li> <li>▪ Volunteering collaborations</li> </ul>
Community engagement	4	<ul style="list-style-type: none"> <li>▪ Directed my time into community areas</li> <li>▪ Welcoming newly arrived immigrants to the community with free walking tours</li> </ul>
Understanding community needs	2	<ul style="list-style-type: none"> <li>▪ Be more compassionate and understanding</li> <li>▪ Understand that we share a common purpose and encourage each other in that purpose</li> </ul>

The findings indicate that several MTLTP participants were motivated and in a position to focus on a greater level of engagement with the community, through the development of new community experiences, increased strategic destination planning focus, and increased volunteering, all of which contributed to a positive community change.

Overall, the survey findings show that 64% of the survey participants were motivated and in position to change at least one element which benefited the greater community whilst 20% participants contributed to outcomes through three different initiatives.

In the overall comparison of business and tourism destination findings across all surveyed participants, 5 common themes emerged: 'Innovation', 'Collaboration', 'Communication', 'Improved relationships', and 'Strategic focus'. In the comparison of all three outcome categories, business, tourism destination and community, one common theme emerged: 'Strategic focus'. Combining the three outcome categories with the individual outcome findings, 'Collaboration' and 'Improved relationships' emerged as the two common themes across the three outcome categories: individual, business, and tourism destination.



#### 4.4 Phase III: Interview responses

The purpose of this third and last research phase was to generate deep insights about the effectiveness of the MTLP program. The results derived from this phase contributed to phase one and phase two findings, plus it generated new evidence, which contributed to the answering of all the research questions. Thus, the findings in this phase again relate to the four evaluation stages proposed by the CIPP evaluation framework: context, inputs, process, product. As highlighted in the methodology chapter, two groups of people were interviewed to generate data for the four evaluation stages: (1) MTLP participants (N=15), and (2) MTLP stakeholders (N=6).

E-mail invitations were sent to all 45 Melbourne Tourism Leadership Program (MTLP) participants who completed the Phase 2 survey. Overall, 15 participants were interviewed. After the 10<sup>th</sup> interview, it was evident that no new information was emerging. E-mail invitations were also sent to 6 MTLP stakeholders, to generate additional insights needed to establish the program effectiveness. The following information present the findings of this phase.

##### **Demographic data**

As shown in Table 4.24, there were 13 female and 2 male participants in the MTLP interviewee group. Seven female participants were between 35-44 years of age, four between 25-34 and two were in 45-54 age group. One male participant was between the age of 35-44 and the other between 25-34. Overall, these participants belonged to 7 cohorts. Most participants acted in a managerial role and worked in governmental organisation.

**Table 4.24 Key demographic data of MTPL interview participants and interviewee number reference**

Interviewee ID	Gender	Age group	MTLP year	Role	Org. Type
1	Female	25-34	2014	Manager	Business/firm
2	Female	35-44	2017	Manager	Business/firm
3	Female	25-34	2015	Manager	Government
4	Female	35-44	2013	Manager	Government
5	Female	35-44	2015	Officer/ Leader	Government
6	Male	35-44	2015	Advisor	Government
7	Female	45-54	2010	Academic	Government
9	Female	45-54	2010	Manager	Non-for-profit
10	Female	35-44	2010	Strategist	Government
11	Female	35-44	2011	Manager	Business/firm
12	Female	35-44	2013	Manager	Government
13	Female	25-34	2016	Manager	Government
14	Female	35-44	2016	Researcher	Government
15	Female	25-34	2016	Team Leader	Government
23	Male	25-34	2015	Coordinator	Non-for-profit

In the stakeholder group, there were 2 female and 4 male participants, acting at an executive leadership level. Three of these stakeholders had a number of staff who had completed the leadership program over the past few years, hence had their own views regarding the program effectiveness. Another stakeholder was a leadership program founder, next a program facilitator and the last a current program's CEO (Table 4.25). These stakeholders were asked to conceptualise the role of leadership in Victorian visitor economy, and to shed the light on the type of leadership applied in this economy to help inform current and future leadership development.

**Table 4.25 Key MTPL stakeholders and interviewee number reference**

Interviewee ID	Gender	Role	Org. Type
16	Male	Company Director	Business/ firm
17	Male	CEO	Regional Tourism Board
18	Male	Deputy Executive Director	Regional Tourism Organisation
19	Male	CEO	Government
20	Female	Facilitator/Coach	Business/ firm
21	Female	CEO	Non-for-profit

## **MTLP Participants: Findings**

The following section presents the key qualitative findings generated by the leadership program participants. As the CIPP framework guided the evaluation process, the findings are presented in the following order: context findings, inputs findings, process findings and product findings.

### ***Context***

The Context evaluation stage consisted of interview questions, which explored the type of leadership needed in the tourism industry today and the near future. All interviewees, who were also leaders in the Victorian visitor economy, were asked about their individual beliefs and values to shed a light on what is effective leadership. Based on their personal experiences and envisioned conceptualisations, the interviewees had been able to make verbal constructions of what they considered to be important.

Several interviewees highlighted that the role of their past and current managers had influenced their own leadership practices. Both, good and bad leadership practices contributed to an awareness of how one would lead, and what would one do and would not do. In their responses, many interviewees also emphasised the importance and role of leadership style and individual and collective leadership approaches.

Interviewee 5's narrative excerpt illuminates three themes, the managerial modelling influence, the inclination to transformational leadership style, and preference for individual and collective leadership approaches.

*"I'm really lucky that I've seen what I consider great leadership and I've also seen and experienced what I've considered very poor leadership and poor leadership in a sense of change management"*

*(Interviewee 5).*

For this interviewee, the change in leadership at the executive level resulted in her to experience leadership style that was initially cooperative and supportive, to one of strict control. The leadership style of her later CEO was transactional in nature and resulted in several employees leaving the organisation, and affecting the organisation culture and climate.

*"We went from being empowered to get it done approach...do what you need to do, make it happen, and you should do it this way because what you were doing in the*

*past is not how you should do things anymore. And so that's really difficult spot to be in as in the process we lost six out of eight members of the team"*

*(Interviewee 5).*

As a consequence of the participant's immersion in MTLP, an effective coping strategy was used to focus on what was important to the interviewee and seen as effective in her own role. Rather than focusing on the workplace dynamics and the way things were communicated, thus being discouraged, the interviewee insisted on displaying a leadership style in her role that she valued personally because it made a difference in someone else's life. Evidently, this leadership style was transformational when compared to the transactional style of her current CEO. In addition, both, collective and individual leadership approaches were used in her own context as this contributed to achievement of workplace outcomes.

*"I guess for me the individual leadership is really important in that I need to be strong in my role, and I need to be able to take a lead when I have to"*

In other situations, the interviewee values teamwork and empowerment.

*"I'm very big on empowerment and collective team work to be able to move forward and work in results"*

Overall, the personal experience of interviewee 5 contributed to the realisation of her own individual leadership values, which contributed to the construction of goals and behaviours, attuned to more transformational leadership style, and also application of individual and collective leadership practices.

In the case of interviewee 4, leadership practices of her past managers and leaders also influenced the way she leads today. However, in her context, the interviewee felt that effective leadership is an outcome of the collective leadership approach.

*"I always think about good managers or good chief executives, or good business leaders I have had the opportunity of working with and I think to me it comes down to a collective style of leading a team. The team I'm in now is very well known for collective decision-making and leadership and I think, also, sharing knowledge across the team as well"*

*(Interviewee 4).*

Interviewee 13 also said that the management and leadership, which she had experienced, had a positive impact on her own leadership style and approach.

*“Those leaders or managers that I’ve worked for, that’s been something that I’ve adapted”*

*(Interviewee 13).*

In her case, the interviewee felt that being heard and respected in her work mediated transformational leadership behaviour. Similarly, the interviewee also felt that collective leadership was highly important.

*“I’ve got a lot of stakeholder engagement that has to happen for ideas for advertising and marketing. So, the collective approach is getting everyone on the journey and cooperating, talking, communicating. It’s sharing the approach and also getting the people to actually own it as well because then when it goes well, you can share the rewards and you can all learn from mistakes for the future and things like that. I think that’s probably in my type of work that I would more personally align with [collective leadership] and that’s what I strive to do rather than sit back and delegate and tell people to do this and that because it’s hard to learn in that way”*

*(Interviewee 13).*

While some interviewees emphasised the role and influence of the leadership style they have personally experienced, other interviewees were more specific about the type of leadership skills and capabilities they have observed in leaders contributing to effective leadership practices. For example, interviewee 23 said that effective leader must have humility and a clear picture of where to go and what to do, plus take people on the journey with them.

*“Bring the team or an organisation on a journey with them, where they’ve got very clear goals that they want to achieve and they can really rally the people that sit beneath them, to take them on that journey, inspire them and get them motivated and all the while being good business person at the same time”*

*(Interviewee 23).*

Interviewee 14 added that effective leader is someone who can model the right behaviour and get things done.

*“Initiate and implement change and show direction partly through what they do...actions speak louder than words”*

*(Interviewee 14).*

This interviewee also felt strongly about showcasing emotional agility and consistent behaviour when taking the team on that journey.

*“It’s the values that you live by...probably the consistency of behaviours that one projects and applies to different projects. The style and nature of that person’s approach or whatever they bring to the table is relatively consistent so it’s not too reactive to stress in the environment, that they can kind of steer that ship and continue on without sharing too much of their emotional stuff”*

*(Interviewee 14).*

In addition, interviewee 13 felt that confidence, sense of humour and empathy were also important as in her case these competencies allowed her to work effectively with others.

*“I have that emotional intelligence to be able to deal with all sorts of levels of hierarchy...being able to talk to the CEO, the president, the prime minister, to the cleaner in the office. So, having that empathy for everyone, and listening to people’s thoughts, and even criticism and constructive feedback is important. If you don’t listen and you’re in the silo, that’s when you can turn into a tyrant or ‘my way or the highway’*

*(Interviewee 13).*

Working effectively with others was also highlighted by other participants. For example, interviewee 23 felt that this might be achieved if the leader is able to foster safe working environment. It was noted that safe environment can stimulate open communication, and enable social relationships and interactions.

*“You want to feel like you belong there, you want to feel like there’s lot of transparency within the organisation that you can have a conversation with anyone, and the doors are always open and that kind of stuff”*

*(Interviewee 23).*

Building further on the social or relational domain, interviewee 2 said that effective leaders need to be compassionate and able to encourage others to be at their best.

*“High levels of compassion and be able to tap into the motivation and the emotions of the people that they’re working with and people that they’re leading...they should sort of tailor the approach to get the best out of people”*

*(Interviewee 2).*

Working effectively with others and fostering cooperative and collaborative relationships is evidently important, and as interviewee 12's narrative excerpt illuminates, this helps the team to achieve the organisational goals.

*"I think absolutely that working together to figure out what the goal is, is absolutely important. That sort of all shoulders to the wheel, that everyone is working together and that clear communication that the whole team knows what it is that we're aiming for, and the clear processes that everyone needs to perform in order for us all to get there – absolutely, yeah, working together"*

*(Interviewee 12).*

Interviewee 9 highlighted that to facilitate effective teamwork, leaders need to empower the team members to get them engaged in the process of reaching the organisational goals.

*"The biggest issue I've seen is when people think they're right and they don't actually engage their team, or their experts, or people around them and they just think that their opinion is correct"*

*(Interviewee 9).*

While showcasing the right leadership behaviours, leaders also need to stay committed to their organisational vision and demonstrate their organisational commitment. Most participants typically felt strong about this. Take, for example, this quote explaining how some managers emotionally drain their employees as they do not realise how their micromanaging and non-collaborative approaches contribute to poor organisational performance.

*"These managers have already been proven to be successful because they are in management roles...now, there is no incentive for them to question whether they're being effective or not, as long as they're meeting their tasks or their deadlines"*

*(Interviewee 14).*

This quote also shows that effective leadership is always needed to motivate the team and to enable it to operate at its best.

While the above responses were varied, collectively these views painted the picture of what leadership style and approaches were seen important in the daily context of the 15 MTLP participants. It has emerged that current and past managers and leaders acted as the 'role models' to these participants, influencing their perceptions of what constitutes effective or ineffective leadership. Participants preferred transformational rather than transactional leadership style. It also became evident that leadership here was attached to an individual rather than the leadership process or an outcome of the process. This shows that these participants saw that an individual rather than a group of leaders or a team is the one to enable and facilitate cooperation and collaboration. Nevertheless, effective teamwork and collaboration were showing as highly important in the different contexts of these participants, showing that collective leadership has an important role to play in the tourism field.

Overall, the themes that had emerged from the narrative excerpts in regard to what constituted effective leadership were as follows:

Effective leaders should be able to:

- Inspire
- Motivate
- Initiate and implement change
- Show direction through actions rather than words
- Exemplify consistent leadership behaviours
- Display emotional agility
- Show empathy
- Display sense of humour
- Listen
- Facilitate safe working environment that encourages teamwork
- Encourage open communication
- Build and foster social relationships
- Promote teamwork and facilitate collective efforts
- Communicate goals and the process
- Provide space rather than strict control
- Portrait organisational commitment



In addition, effective leader was seen as someone, who was:

- Confident
- Compassionate
- Good business person

### ***Inputs***

During the second Input evaluation stage, the interviewees were asked to comment on the effectiveness of the MTLP program design. It emerged, that elements, such as timing and length of program sessions, the program content, and opportunity to experience, apply and reflect on learning both in the supporting training environment and the workplace were all important parts of the developmental journey.

Overall, all MTLP participants had agreed that the program was well designed as it allowed them to take the learning in, internalise it, practice it, take it back again into the learning space to reflect on, to share experiences with other participants, and then again, take it back to the workplace to experiment with it further. The following passages illuminate the emergence of these themes.

Interviewee 7's response highlight that the length, timing, the 'away-from-work' environment and the overall program structure played an important part in one's learning and development.

*"The way it was structured was really ideal. It ran over ten sessions and the idea was – you went somewhere to be immersed in the actual industry – away from the pressures of your workplace...Having a full day allocated to it was really good rather than just, "Oh, here's two hours, run in, do it and then come back. So I think from that point of view, the way – the timing, having it offsite was a really good aspect"*

*(Interviewee 7).*

Interviewee 6 felt that the program structure allowed participants to dive deep into the learning and provided the opportunity to apply it in the real world between the program sessions.

*"I really liked the way it [the program] was done, particularly the fact that it wasn't done all at once. You had that real space to take things in, process it and come back a few weeks later...have a chance to apply before you do the next thing, that was really beneficial for me"*

(Interviewee 6).

Having the time between sessions and being able to experiment with the learning in work context was also felt important in the case of interviewee 9. However, in addition to this, the thinking time provided during each session, the opportunity to apply the learning into a context right then and the peer discussions allowed another great opportunity to learn.

*“You have time in the sessions to think through things, to apply stuff, to talk through stuff and to reflect. So, it’s not like you do a three-day course and then you’re gone and that’s it, so it lasts the journey. That link to journey is really helpful”*

(Interviewee 9).

Although the training content was broken down into several sessions in the year, there seemed to be a lot to go through and to take in the content in each session. This however did not seem to be a problem as the content was interesting and the participants wanted more of it.

*“The days were very full on, but I loved every minute”*

(Interviewee 1).

A number of participants have commented positively on the theories and concepts covered in the program. It was found that these were easy to understand and apply in that space of the training time. Most importantly, all participants felt that the scientific back up and examples made the program very credible and stimulated their curiosity and learning.

*“It wasn’t too theoretical, it was making sense, it has been proven scientifically – it was a lot more trustworthy and you could actually see from your point of view as well that if you play with these different learnings or the new knowledge, it actually works for you as well”*

(Interviewee 6).

Another important program design element that enabled participants to learn was attributed to the space and diversity of participants. A couple of interviewees felt it was important to be in a space with others, particularly people from outside their own organisation. This allowed one to fully open-up during each session and learn from others having different views and experiences.

*“It’s also, having people from outside my organisation, that was just a massive benefit for me because I actually got to learn from other people who were in similar*

*situations but in different organisations who had different perspective on things and had different experiences, and I learnt stuff that I probably wouldn't have learnt if I've had just done it with colleagues that I worked within my organisation"*

*(Interviewee 6).*

As the program participants worked for different organisations and businesses within the visitor economy, interviewee 9 felt the trust and the opportunity to build connections with these individuals were of an additional value as their perspectives informed how differently things are done in the visitor economy.

*"So, there are like 20 people who never met each other, from complete different diverse backgrounds from the industry, but also personal. And that level of trust that comes out of that and the closeness and the connection and the value of connecting with each other, that's something that I think people forget that it's extremely valuable as well, and that's something that continues on today"*

*(Interviewee 9).*

Building further on the developed level of trust and this new form of industry network, the learning was evidently attributed to the social bonds and relationships developed during this program. The power of group work was highlighted in excerpt of interviewee 15.

*"The program really allows you to immerse in with the group, build those relationships and build that learning more"*

*(Interviewee 15).*

Evidently, the environment eminently contributed to participants' engagement with the program content.

*It's great to be able to take people away from their environment for a whole day and force them to think away from their tasks and their inbox and really just focus on development of themselves for that day"*

*(Interviewee 12).*

*"Going away and getting completely offsite was really good because that allowed people to really relax and not think about work"*

*(Interviewee 13).*

These two quotes also highlight that one needs to have the right mind-set to be immersed in learning. To however dive deeply into the learning space, and to then build on the knowledge requires an opportunity to reflect and to share the experience. Interviewee 15 felt it important to have that opportunity to discuss what happened and what happened to others between the session times:

*“It was very useful to have a discussion after you’ve tried to implement something or after you had a chance to really digest it in your home environment, in your work environment, and then bring it back to the classroom and kind of talk about it – also, it was valuable to hear how other people went with it as well”*

*(Interviewee 15).*

Interviewee 15 also felt it was important to hear how others have applied the learning and what came out of it for them as this also informed their future practice.

*“There were certain things that some people really picked up on and ran with and I might’ve struggled with something and then it’s like, - Oh, that’s how they’ve done that - so, it gave you ability to reflect not only on your experiences but how other people experienced it as well”*

*(Interviewee 15).*

Having that reflective time embedded within the training session also contributed to deeper level of thinking and experimentation. In the case of interviewee 4, this practice also enabled her to be more accountable and to be able to bring the learning to her work context.

*“I think what stood out for me is the checking in with everyone...I really liked it because you gain a much greater understanding of what people were picking up on and what is important to them, and it really made me feel accountable as well; my whole organisation is invested, I need to be applying this, and it was just a good trigger and reminder as well”*

*(Interviewee 4).*

Overall, as is clear in the following excerpt from interviewee 15, it was not just one aspect or element of the program design that worked well, but rather it was the whole training experience that contributed to one’s learning and its transfer to the participants’ own context.

*“It was probably one of the best learning experiences I’ve had”*

*(Interviewee 15).*

Despite the high level of satisfaction with the MTLT program design, some participants also uncovered areas of their further needs. For example, interviewee 13 would like longer sessions.

*“We didn’t want it to finish. We wanted to keep learning so maybe a bit longer...there were lots of things like, “O, we’ll have to talk about that another time,” and I’d like to learn more of that”*

*(Interviewee 13).*

In the case of interviewee 14, tapping into the social sphere to learn more about others would add an extra value.

*“It will just be interesting to explore – how would you find out a bit more about what those strengths of your staff are, or your stakeholders are, so you can work with those”.*

*(Interviewee 14).*

Interviewee 11 recommended to pay greater attention to participants’ personalities, particularly when working in groups. It would be more valuable to continually mix the working groups.

*“You could even have something like that where everyone is forced to sit somewhere different, so you’re really getting around to the group because some people are extrovert and some people are introvert, so some people gravitate and you might be missing out on something because they might be really introvert and so gung-ho to get in there but have maybe a lot to give...open up to more people as well rather than always doing your activities in the same groups, you know what I mean, try to mix it up a little bit”*

*(Interviewee 11).*

Another participant expressed that follow-up sessions and going deeper into some of the topics would further enhance once leadership capacity:

*“I feel there is a need to have ongoing refreshers and spend more time on similar topics”*

*(Interviewee 12).*

In summary, the findings that emerged during this input evaluation stage uncovered that the whole program design is important as it is about an experience rather than a sum of the program parts. However, when it comes down to the specific program parts, the following emerged as important: the spread of sessions in a year, timing of activities, program content (theories, concepts and activities), opportunity to apply the learning in a safe environment such as the training session, opportunity to apply the learning in own context (life and work), time to reflect, opportunity to share experiences and hear from others how the learning was applied in their situations, having an off-site experience (away from work), interact and work with others (from across the visitor economy), and having a supportive and safe learning environment. The frequency of themes and the detailed explanations from each participant further uncovered the relationship between some of the program elements.

It was found that the content was perceived as valuable, relevant and credible, which allowed the participants to take it in and process it internally. This processing occurred in the training environment and between the sessions in the year, in participants' life and work environment. The opportunity to discuss and hear from others how the learning was applied in the context of the program participants contributed to further reflection and an opportunity for the participants to learn. However, this reflective practice and exchange of experiences would not occur if the participants did not feel safe in the training environment. Thus, this reflective practice was enabled by the 'away-from-work' learning environment and a creation of safe environment derived from the developed social bonds and relationships between the program participants. As these participants trusted each other, they had been able to open-up, share stories and feelings with one another, and engage in the various program activities. The fact that the learning and development occurred over a period of time in the year rather than a day or two, allowed the participants to actively engage with the learning to achieve individual professional growth.

Despite the overwhelming positive views expressed by participants quotes, the key areas for improvement included more time or follow up sessions to learn more deeply about some of the covered topics, tap further into the social sphere to better understand others, and to work more in diverse groups.

### ***Process***

During the Process evaluation stage, the interviewees were asked to explain how the program facilitation enabled their learning and how it fostered the application and transfer of learning to their own contexts. Based on these findings, it was possible to assess whether the training approach was effective.

All interviewees commented positively on the training approach and facilitation. They felt that the facilitator was exceptional in the role, well informed and able to provide relevant leadership knowledge and examples. The participants felt engaged in the program activities, which contributed to their learning and individual growth.

Indeed, all participants felt that the facilitator significantly contributed to the success of the program. Take, for example, the following narrative excerpts to see how the participants felt about the facilitator, as a person:

#### ***Charismatic***

*“I think, you want to listen to [the facilitator]. She has a personality that draws you in and makes you want to engage with her...you’re ready to take on, you’re ready to engage, you divulge things that you probably would never thought to divulge in that space otherwise”*

*(Interviewee 5).*

#### ***Human-centred***

*“Her approach is great – she’s very open and honest and really wants you to learn... she treats you like a human being the whole time. I find that sort of stuff, facilitation, is awesome”*

*(Interviewee 23).*

#### ***Knowledgeable***

*“Oh, she’s great. She really knows her stuff. I’m quite impressed by her head knowledge. It’s not just fluffy kind of theory... she’s got to give you that really kind of holistic kind of picture, and you walk away with a really solid understanding of what was going on”*

*(Interviewee 6.)*

### ***Authentic***

*“What I've really loved about her is just the realness. She's very much her own person. She's down to earth. She's got a great sense of humour, but she's obviously just on top of her game because she knows exactly what she's talking about and she's delivering everything in a really simplistic way, but in a way that you can tell she has the whole back foot in”*

*(Interviewee 2).*

The above quotes illuminate that the facilitator's personal characteristics, her training approach and the leadership knowledge she personally believed in significantly influenced how the participants engaged in the program and how they took it in and internalised it.

While the facilitator's personality, style and approach to learning were felt influential in one's learning, some participants specifically believed that the delivery method played an important part in the training process. Interviewee 12 felt strongly about this: *“it's her delivery method – it's so relatable”*. Interviewee 1 also felt it was the explanation of how the brain works that made a difference in the understanding: *“she made it really easy to understand how the brain works”*. According to interviewee 15, enabling one to understand especially when something was harder to grasp was managed effectively by going deeper into the subject area: *“She gave you the opportunity to explore further into certain topics or understand a bit more if you didn't quite get it, without feeling that pressure...she made it really easy to go through the whole learning process, got everyone involved”*.

Many participants felt it was important that the facilitator created this environment where everyone was encouraged to ask anything. Building further on this point, interviewee 6 said that the environment that the facilitator had created highly contributed to the learning:

*“She was very good at creating that environment where things were very open and you could feel safe and not be worried about what was going to get said and how it's going to be said, and in the process of doing that, it opened you up to be a bit more receptive for the learning side of it”*

*(Interviewee 6).*



Adding to this further, interviewee 7 felt it was the facilitator's ability to open-up that earned everyone's trust and respect to do the same and to work with others in that training environment.

*"She helped to create that environment of trust and even opened up to her own vulnerabilities and issues that she'd faced. So, I think that helped as well on both a personal and professional level, just to really have that respect for her"*

*(Interviewee 7).*

As seen in the above quotes, feeling safe and comfortable in the training environment acts as the primer to take the knowledge and learning in. However, to continue this process, participants need to be also engaged to get more out of the learning. This is shown in the following excerpts from interviewee 11 and 3.

*"She's a really good facilitator... it wasn't just watching the PowerPoint or anything like that, it became really interactive where she put it in finding things within your life or in your personal or work life and different scenarios of how you can apply these"*

*(Interviewee 11).*

*"I was pleasantly surprised that I enjoyed it so much and I got a lot out of it. I thought I would just be sitting in the room and just kind of - listening to someone - rather than actually challenging me to think about my situations"*

*(Interviewee 3).*

Although the training style, approach and engagement worked well, the facilitator's call to challenge what was said and what one thought about was made to further stimulate participants' thinking and involvement in discussions. This further reinforced the participant's understanding of the subject as depicted by the following quote from interviewee 3:

*"She was happy to be challenged as well. If you didn't think what she was saying was true, speak up, and it was okay to have opinions and not sort of - yeah, believe what she says. So, I think just her being open like that made me think - I bought into it more because I thought she's not kind of trying to change us. She kind of empowered us to make the changes"*

*(Interviewee 3).*

In addition, making the participants to think deeply and to critically question of what was going on in their context also allowed the participant to generate a better understanding of the training content. This is well illustrated by the interviewee 9:

*“She’s very much about you digging and working through that process and delving into the inquiry and then collectively also coming up and looking at challenges for the tourism industry, and how we should solve that as a collective”*

*(Interviewee 9).*

Interviewee 9 also stressed that being on the experiential learning journey was important. Experiential learning was felt to be more intuitive, thus, having a great impact on the learner.

*“The training and the tools were so organic to live. It’s experiential and when something is experiential versus textbook then it has much more of an impact and influence and actually sticks with you. So, it’s almost become intuitive”*

*(Interviewee 9).*

While these aspects of training facilitation enabled and supported participants’ learning so far, it was also the participants’ own ability to take the knowledge in, process it and apply it in own context, that contributed to the overall leadership development.

Taking the new information in was not always easy as the participants felt preoccupied by their work commitments. But, with perseverance and determination, the participants had been able to apply it, experiment in the real context with it and reflect upon it in the next training session. Several participants highlighted that actively thinking about what was covered and the reflective practices were highly useful in the overall learning process.

*“It was challenging as some of the things that were brought up were a bit of a mind shift. Half of the battle was just in your head just try to work out how am I going to adapt this...I had to really challenge myself a few times knowing that we got to get back into the conversation. So the person that’s doing the programme needs to make that happen”*

*(Interviewee 6).*

In other cases, participants were encouraged in their workplaces to share their learning with colleagues and even managers. It was felt very useful to engage with the learning in this way and in participants’ own work space.

*“So each time I came back, couple of people in the office wanted me to share, “What did you learn?” So we talked about it and then try and see if we could implement*

*some of the things that we learnt...but like everything – you do it for a little while and then your old habits come back, so it's constantly trying to put it in place”*

*(Interviewee 11).*

According to interviewee 15, the process was also driven by internal motivation that made one to continually experiment with the learning and to build on it:

*“It was just how you felt about it and how you were able to connect with it on your own level...It was the working through of these theories or this research and actually seeing how it can be applied in your day-to-day life and actively – doing some activities around how you would apply it... and discussion with everyone else - really, really valuable because you gained different insights into how they'd implement certain practices and go, you're having that whole feedback loop, I think it was really valuable”*

*(Interviewee 15).*

Interviewee 3 felt similarly about the role of internal motivation. This interviewee would make that extra step to make sure the understanding is there:

*“To get the most out of it, the motivation is very important part of the process...I just made sure that I really understood what was being taught and I would ask questions about my particular scenario at work”*

*(Interviewee 3).*

It is evident that the overall process was stimulated by deep thinking, conversations with people in personal and work space, and also the engagement in reflective practices.

Interviewee 1's excerpt illustrates all these points:

*“I thought about it a lot. I was just thinking a lot and I was discussing with others, like family and my manager, and I was just sort of stepping through it...I also always reflect back and think – oh, is that a good way of doing or what would I do differently next time to make it better, or what went really well as well, but again, it's just more thinking about it...the thinking part is very important because if you don't think, then you wouldn't really change because you wouldn't realise that that's important”*

*(Interviewee 1).*

In the case of interviewee 10, it was the application and experimentation that helped her to reinforce the learning more specifically.

*“For me, it's actually practicing it and putting it in action. So, I'd often, during that time, take the learnings, share it with the team at work, and then I do a lot of*

*facilitation work, so would often say, “Look, I’m gonna try this out,” because it’s x, y, and z, and then put it into practice and learn that way”*

*(Interviewee 10).*

All in all, the findings in this process evaluation stage show that there are two key elements, which contributed to one’s learning and development. (1) facilitation, and (2) internal motivation. In the area of facilitation, effectiveness is attributed to the facilitator, the facilitator’s training approach, facilitator’s knowledge, facilitator’s ability to create safe and supporting environment, and facilitator’s ability to engage the learners in the training process and learning. Internally, the learning is attributed to the learners’ internal motivations. The extent of one’s own drive and the determination to take the knowledge in and to continually reinforce that learnt behaviour in the real context. It was uncovered that specific behaviours that contributed to learning and transfer of knowledge were: constant thinking about the learning or new knowledge, experimenting with the learning in the training and work environments, sharing the new knowledge and engaging in conversations with people in personal and professional life, engaging in deeper thinking about how things work and what has changed, and always reflecting.

### ***Product***

In the final Product evaluation stage, the interviewees were asked to reflect on their learning to uncover what outcomes emerged as a result of the MTLP training. Evidently, the greatest transformation was felt at the individual level, which then enhanced the participants’ professional conduct and improved workplace practices.

All interviewees felt that the leadership program was transformational. Although the transformation was felt to a different extent and noticed at different point in time, each participant was satisfied with their individual growth.

For example, in the case of interviewee 5, the transformation was felt at the end of the program:

*“I think it took until the end of it for me – no, it took until outside of the program for me to go wow, I’ve changed but I think month by month there was gradual change I was seeing but I don’t know that I would actually have said that there was absolute*

*drop dead point where I went from being one thing to the next but I think looking back in different interactions I go, I've changed there like yes that's definitely something and that's what I've changed through"*

*(Interviewee 5).*

Coming down to the specific transformations, the most noticeable change had been noticed in area of self-awareness. Interviewees 10 and 2 became more competent in managing their emotions, thus being more respectful and professional in their work environments.

*"I don't react to things – I react to situations very differently now than what I would've maybe seven or eight years ago and I think that's just understanding how the brain works and being more self-aware"*

*(Interviewee 10).*

*"I think generally [I'm] just being a bit more mindful about how I react and approach situations, so instead of jumping to assumptions about situations, I've been able to step back and look at them more objectively. So, I think – yeah, just being able to sort of analyse situations better before I jump to that conclusion"*

*(Interviewee 2).*

Similarly, interviewee 13 noticed that her self-awareness positively influenced the way she started to approach things in life:

*"I definitely took some theory and tools out of it [the program] that I applied realistically, so that's great. It made me think a lot about some of my approaches and my faults. So I think it has both personally and professionally. And since then I've had this promotion, so I think all of that has contributed to advancing my career"*

*(Interviewee 13).*

Building further on the self-awareness and moving to the space of emotional intelligence, interviewee 7 and 3 felt that their awareness and application of emotional intelligence contributed to better personal and work-based outcomes. Interviewee 7's narrative illuminates this aspect well:

*"I found the emotional intelligence really useful just in terms of acknowledging the importance of emotions and how they can impact you and just trying to not let emotions rule you"*

*(Interviewee 7).*

It is evident that once an individual notices what is happening internally with their state of emotions, they are able to change their state to behave in more suitable manner.

*“I have to mention the emotional intelligence. I suppose the techniques around that, like knowing when you are not at your best and kind of things that you can do to get you into a place – a better place, if that makes sense”*

*(Interviewee 3).*

Other interviewees noticed that their level of confidence grew and with it also their ability to communicate and work more effectively.

*“I’d like to think I’ve changed, but I’d say the reality is – I feel like I’ve changed more in my personal life, but that might be because I have more flexibility to do that. In a work environment, I think it’s probably helped me have a little bit more confidence to have a voice. So, holistically, I’m a lot happier. I feel like I’m more true to myself and I’m speaking up when I should”.*

*(Interviewee 14).*

Similarly, interviewees 23 and 15 felt that their approach to getting things done changed and resulted in greater overall effectiveness.

*“It is [the learning that] made me more confident. I’m now able to articulate my thoughts and my opinions a lot more clearly and also dealing with confrontation within the organisation and then with external stakeholders as well...the way I work with other people, and the way that I lead other people is much better because of the program”*

*(Interviewee 23).*

*“I helped me to grow and work better. It really made me change the way I was thinking and the way I actually approached day-to-day tasks...I understand the mechanism behind my reactions and not getting so emotionally overtaken by those reactions. I’m being more aware of other people – my impact on other people’s emotions and my actions’ impacts as well”*

*(Interviewee 15).*

A greater confidence also played an important role in initiating and implementing change in the case of interviewee 4. According to this interviewee, the transformation was not straightforward but took time and was shaped by opportunities and challenges in personal and professional life.

*“For me it [the transformation] has happened over time, probably year by year, depending on the role I had or the opportunities that I had in the role or the challenges I had in the role or with a particular manager or within my personal life as well. But I think it certainly allowed me to gain confidence over time...it certainly made me see my own personal qualities in life a lot stronger as well and understand what stands out for me”.*

*What stands out for me is confidence with my own manager in terms of providing ideas about how the team could work more closely, how we could all be on the same page a little bit more in terms of briefing the CEO, or be across results from projects, or jump in and help each other if someone needs help. So, I think I instigated a lot more opportunities for the team than perhaps I had done in the past and I think it all comes down to moving through that nine-month program”*

*(Interviewee 4).*

Another interviewee felt that her confidence further resulted in effective networking.

*“I think my confidence in building networks and connecting with people has grown – it has enabled me to actually go out and seek the connections and build the networks”*

*(Interviewee 15).*

Interviewee 1 felt that her overall leadership competence improved.

*“I feel that with the course individually, I learned how to lead people or how to motivate people instead of more managing them, but sort of support them through what they wanted to achieve and getting them there. With collective, I feel like collective leadership is what I use here at work - working with other leaders within the business to reach a certain goal or target and sort of being on the same page and understanding people’s views and respecting them and understanding maybe why they do certain things or act a certain way or deal with certain situations. So, I think the course really helped me to understand other people, which is very important”*

*(Interviewee 1).*

In the case of interviewee 6, the program had contributed to better self-awareness, which resulted in greater confidence and satisfaction in personal and professional life.

*“For me, it’s actually life-changing. At the time, I was in terrible place from a career perspective. I was trying to process what was going on with a lot of restructure and also my introverted personality type. I thought the industry is predominantly extroverted and part of the process was discovering that the industry is actually not that extroverted at all. I came to a realisation that being introvert actually isn’t a barrier and the only reason that’s a barrier because I’ve told myself it’s barrier. I can use that as a strength rather than a weakness. I’ve actually had some staff and*

*managers saying that they've actually seen a difference in me. I was a bit more confident or I feel a bit more together"*

*(Interviewee 6).*

Interviewee 12 had articulated the way how one's learning contributed to things like self-awareness, confidence, communication and a more effective way of doing things.

*"I think what the program actually teaches you is the way people work, the way people's brains work, why people do the things they do. You're equipped to engage with people in more effective ways, motivate people in better ways. I think understanding why people do the things they do and what motivates them really helps to just sort of develop processes that will allow them to perform at their best, I would say"*

*(Interviewee 12).*

In summary, the findings uncovered that MTLP learning contributed to the development in self-awareness, emotional intelligence and confidence. It is apparent that greater awareness is contributing to greater confidence. As seen in the responses, confidence was further linked to more effective communication, effective work practices, different approaches of getting things done, initiating and implementing change, networking, better leadership competence and overall satisfaction in life and the professional life.

In addition to the above outcomes, it became evident through the interviews that the program participants still use the learning today.

### ***The use of learning***

Several interviewees had said that they are still building on the learning gained through MTLP, and referring to the training material when there is a need. One participant even continued the learning journey in this area.

For example, interviewee 7 felt the learning is fully transferable and stay with one for life:

*"I think it's something that it [the learning] stays – yeah, absolutely, and regardless of any role you go in, those sort of theories, concepts, thinking, and reflection stays with you forever. So I think particularly in terms of things around values, emotional intelligence, looking at priorities, being I suppose self-driven, and that's something*



*with the academia in terms of that motivation. So I do think it really has helped me, it certainly gave me – yeah, a great skill set to use”*

*(Interviewee 7).*

In a similar way, interviewee 11 said that the learning is still with her. As not all can be remembered though, the interviewee actively goes back to her training resources to re-fresh on some of the concepts.

*“Even though I did the program in 2011, there’s still learning that stick in my mind. Obviously not everything sticks in my mind. I have to keep going back and relearning as well to relearn those things and tools that you were given during the program that really helped as well. I do a lot of reading as well myself on emotional intelligence outside of work”*

*(Interviewee 11).*

Interviewee 5 still has the awareness of the learning and notices this in her current behaviour.

*Every day and, you know, I’ll do something, “Where did that come from that’s not me,” and I’m like, “No, that’s where I ‘ve learned to be more self-assured and have a confidence to back myself, and so I think every day you pick up on a skills or you sort of reflect a bit, yes I couldn’t tell you the exact a bit of the program that covered that or the specific word sets but I think there’s always an application and it’s built into me now, an awareness of sort of that sort of thing”*

*(Interviewee 5).*

Interviewee 10 embarked on further learning in this same field.

*“For me, the year that I did it [the program] was a year that I had a very close family member get really sick, so it was quite emotional year anyway, but the learning from that program really helped me deal with some personal situations that I had. I then went on – because I found the learnings very insightful, so then went on and did my Diploma of Positive Psychology and I take a lot of the learning – even though it was seven years ago, I still use them in day-to-day workplace”*

*(Interviewee 10).*

The above quotes show that MTLTP training contributed to one’s life-long learning journey. All participants are still aware of the many concepts, some keep refreshing their minds by going back to the MTLTP resources, some build on it as they look for new material and one had embarked on a full course to build on the knowledge.

In addition to the above findings, the interviewees were also asked about the role and importance of collective leadership in their field, and whether this type of leadership approach was sufficiently fostered within the leadership program.

### ***The need for collaborative leadership and its development***

Interviewee 11 felt that to achieve better stakeholder outcomes within the visitor economy, an individual or a group with the ability to drive collaborative actions is needed.

*“I think there needs to be someone who drives it [collaboration] or a group of people who drive it...”*

*(Interviewee 11).*

This interviewee provided an industry specific example in which collaboration contributed to better stakeholder outcomes:

*...because they weren't really international - ready, so she helped all these businesses to get internationally-ready, and would really drive them together to work together, because if you work together, you have one voice, more people beating the drum of one thing, people would recognise you”*

*(Interviewee 11).*

Interviewee 11 explained that achieving better outcomes through collaborative practices however requires an awareness and understanding of collaborative versus individual business outcomes. Ego-driven, self-centred or competitive mind-set seems to be commonly ingrained in peoples' minds which acts as a barrier to collaborative practices. Thus, those in leadership roles should effectively communicate the role, importance and outcomes of competitive versus collaborative actions.

*“It's that mind-set whereas you have someone who's like, “So help us grow if we all share,” you could be your all attractions and people can come and visit many attractions, not just one attraction. Let's get them to stay longer and visit more attractions, so if we work together, everyone reaps the rewards”*

*(Interviewee 11).*

Similarly, interviewee 6 felt that the current leadership approach within the industry is ineffective. There needs to be a new approach that encourages and fosters stakeholder cooperation and collaboration:

*I reckon that my experience of industry is quite regional but I reckon there's a lot of challenges with people not working together and not being collaborative... I really feel like there's a need to much strong collaboration and working together and really trying to give it the best shot we can...that's where the leadership needs to step up*

*across the board and really work together and look at what's the best thing for the broader industry"*

*(Interviewee 6).*

Based on the above responses, it is evident that a collaborative mind-set and collaboration skills are needed across a team or network to achieve outcomes at community or tourism destination level. Thus, the interviewees were asked whether the leadership program sufficiently promoted the development of these two aspects (collaborative mind-set and collaboration skills).

Most respondents felt that there was no need to put too much emphasis on the development of collaboration skills within the program as the participants were feeling already competent in this area and were perhaps looking more to develop individual skills. For example, interviewee 15 felt that it depends on what the individual learner wants to focus on.

*"Well, it really depends on what the individuals are going in to the program to get out of, because if they're in there for more of their personal takeaway, then they might not be interested in doing more of that sort of thing [collaboration] ...It might push it too much into that [collaboration]. I found the real value was connection with the personal life and professional life rather than focus solely on professional. So, if you're building more into it, it might change the balance of that and skew it a bit more to that professional working thing – it depends on what the individual wants to get out of it and if that just provides value for them"*

*(Interviewee 15).*

Interviewee 5 felt that sometimes the work environment may not actually require employees to engage in collaborative practices, thus, these skills might not be required and needed in the training content.

*"I think for myself coming from a local government level we do work in a very silo environment and so it's hard sometimes to see how we could necessarily collaborate with people"*

*(Interviewee 5).*

In other situations, collaborative practices are engrained in the business model, thus people are bound to develop collaborative skills on the job over time. Therefore, there is no need to cover this in a great depth in the program if those entering the program have tourism specific experience. Both interviewee 1 and 23 had a similar view.

*“I feel like our industry does work together and we do a lot of partnerships, so I don’t see it as like there’s a gap to fill because I feel like anyone would approach anyone about opportunities like that”*

*(Interviewee 1).*

*“I don’t think there needs to be more depth [to collaboration]. I think it’s good where it’s at, or for me, it was anyway”*

*(Interviewee 23).*

A contrasting view was however given by interviewee 2 who felt that the message to collaborate was strong in the program, but somehow the opportunities were not fully exploited to demonstrate this behaviour in the leadership program. A real-life application, such as a project, could have motivated the program participants to engage in a development of a significant outcome.

*“Feeling from [the facilitator] that if the people who were involved in MTLP [the program] this year kept working together, we could really drive positive outcomes. So I think that was a real firm belief that we can all become better people, I suppose, certainly better leaders because of the program. So therefore, anything that we do together will result in a better industry, a better society, that sort of stuff. So, there was definitely that message, but nothing happened that would directly facilitate that”*

*(Interviewee 2).*

Looking at the specific examples of collaborative training approaches, interviewee 11 felt that the collaborative focus within the program strengthened the extent of one’s confidence.

*“I was doing a lot of that [industry collaboration] already but maybe doing the program gave me more, what’s the right word, more confidence to work with more partners, be a bit more confident with people that I was working with, that “They are a better leader than me,” or “I’m not as –” I think a lot of it, for me, because a lot of these people, they’ve all got degrees and master’s in tourism and things like that, I’m like, “I don’t have that”*

*(Interviewee 11).*

Interviewee 10 felt the program focused more on an individual development, however, this focus formed the base to social or collaborative practices. In her case:

*“having a bit more empathy, being more self-aware, understanding the physiological sort of reactions people have when they’re in different situations, so being able to understand that and tailor my own behaviour to help people feel comfortable”*

(Interviewee 14).

From interviewee 4's point of view, the importance of collaboration was felt from other angles, which seemed to work really well.

*"I think it [the collaboration message] comes out really strongly because from my thinking, all of the guest speakers touched on it, and I think that's really important. So, I think as long as there's a good mix of projects, it allows that thing to come out, speakers as well; as long as over time the participants are sharing the difference in terms of collaborating midway through the program versus at the start and how they try to influence that across their own teams or their own organisation. Yeah, I think it certainly stands out as much as it probably needs to".*

(Interviewee 4).

Interviewee 9 felt that in her MTLP program, an industry workshop enabled greater awareness of the role and importance of collaborative practices. Also, this allowed people to understand the perspectives and challenges faced by different individuals within the tourism industry, which was very useful.

*"I don't know if every – MTLP does that every year but we certainly did an industry workshop that had MTLP and industry people – we were looking at the opportunities and challenges in a workshop forum. And what I really like about that is often you will see there will be high level executives or maybe CEOs working on stuff, but this was a platform for industry, both future and current leaders, and I think that's a really important thing to do to get that perspective because you just never know what – whether it's generational, or work, or what people had been exposed to. Unless you have that cross-section of an industry, you won't get all the opportunities...it was fantastic to have such a diverse people in the room looking at our tourism industry"*

(Interviewee 9).

Based on the above quotes, it is evident that cooperation and collaboration are highly important within the tourism context. It had emerged that some change is however needed in the current leadership approach, as it needs to be more collaborative. It was noted that either an individual or a group needs to facilitate and drive collective leadership. In doing so, it also emerged it is necessary to communicate the role, importance and impacts of collaborative versus competitive approaches to the stakeholders within the visitor economy to get everyone on the same level of understanding and to direct everyone towards the achievement of common visitor economy strategic goals.

Overall, the participants' views regarding the exposure to collaboration in MTLP is varied but it appears that most participants have sufficient level of understanding and the ability to work with others, including external stakeholders. However, what also emerged from the interviewees is that a collaborative project could provide specific and experiential learning that would enable further level of confidence in the collaborative field.

Further, the interviews uncovered that the leadership program enabled a development of social bonds and a development of professional network. It is believed this network will have the ability to benefit the industry in the longer term.

### ***Developing social bonds and an emergence of a network***

Improvements in the social or interpersonal field were evident. The program had contributed to a development of social bonds, which in some cases contributed to work-based outcomes.

Interviewee 12 articulated this process in the following way:

*So, there was absolutely that – the personal bonding. Once you're sort of socially connected with people you can then go on to have actual work-related conversations because you know who they are...you really went through something together and you're really connected, and that – yeah, that's a bit social, but there's also been some professional benefit from that too"*

*(Interviewee 12).*

Interviewee 11 also felt that the social bonds have developed out of the personal and open-minded conversations the program participants had in front of each other.

*"You know, there are people in my year and you're like – you know just know that there's that little connection, I suppose, because during the process, you became so open...in my year, you got to know people really personally because everyone will tell their story, so then you get to see different sides of people because they're not just talking about their work, they're talking about more personal stuff, so you get like a real nice little bond".*

*(Interviewee 11).*

Interviewee 15 also felt that the program builds a community of leadership practitioners:

*"It builds a real community because you instantly go, Oh, yep, great, you did MTLP too. Oh, how fantastic! What year?" And it's just a little thing, but it's actually built on these really strong connections with someone and everyone's got the in-jokes as well with certain things you go through. So it's really – yeah, it's enabled much*

*greater connection, I think, with people within the industry...There's been a few occasions of working on a particular project or something, you go, "Oh, man, I need – yep, I'll just give this person a call. They will be able to help me out or they know...It really enables to do those sorts of things, pick up the phone and give them a buzz and not feel that bad"*

*(Interviewee 15).*

In a similar way, interviewee 6 felt that the program contributed to not only work-related conversations, but also knowledge exchange and network development, which then acted as the source of contacts, and when the need was there one could have find someone with the needed competencies.

*"It [the program] opens doors. I now have a few conversations with people who had issues, and now, they're dealing with our organisation or they're looking to work with us on something. There's also been a knowledge sharing. Those conversations end up teaching you things, even enable you to connect with the right people. These days you can't do everything on your own, so I feel like I became a bit better at connecting the dots with people. If we haven't had met, we wouldn't have had the opportunity to join the dot sort of thing"*

*(Interviewee 6).*

The above quotes show that the social bonds and the growing leadership network, is also emerging to a more effective leaders network in the region of Victoria. It is believed that as some of these individuals progress to higher level leadership roles, a greater contribution will be made to the visitor's economy.

Interview 12 felt that the future leadership within the industry looks bright.

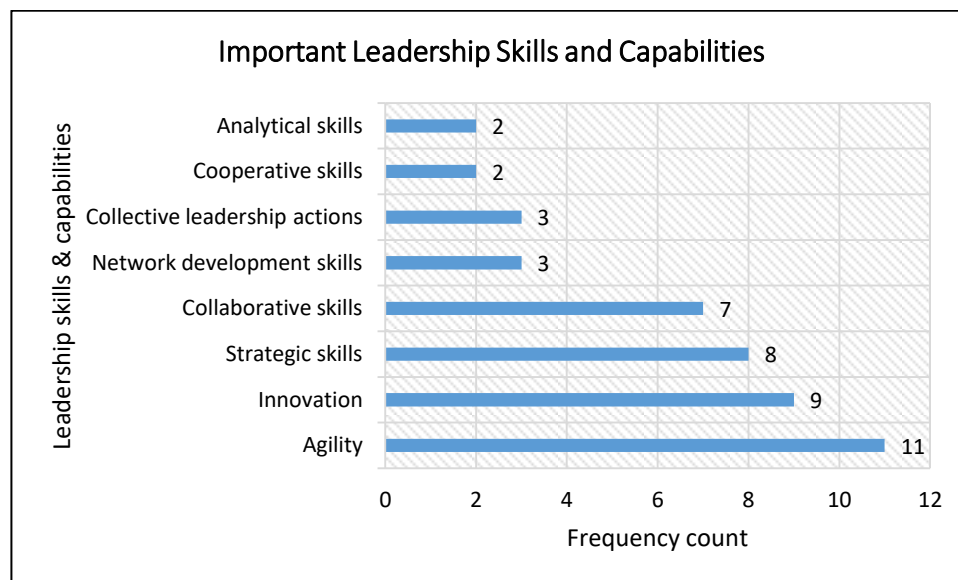
*"There are now about 150 people who are better people and better leaders. It seemed that those young people who participated in MTLP had a potential and aspirations to be leaders. So as that sort of generation comes through and becomes the leaders and the movers and the shakers, I think it will be really evident in the quality of the organisations that they're involved with, and the quality of their strategies, the quality of their teams that MTLP will have absolutely a big impact on"*

*(Interviewee 12).*

### ***Important leadership skills and competencies***

To assess the current skills and competencies gap, the leadership program participants were asked to identify three out of eight leadership skills or competencies important to their current and future roles. These choices were framed by industry challenges and current

developments within the business environment. The eight skills were: analytical skills, strategic skills, cooperative skills, collaborative skills, network development skills, Collective leadership actions, innovation competence, and agility. Table 4.12 shows the frequency count of the important leadership skills and capabilities reported by the program participants.



**Figure 4.12 Leadership skills and capabilities frequency: importance**

Each interviewee was asked to identify 3 leaderships skills and/or capabilities that were perceived by them as important for their current and future roles. The most important leadership skill / capability recorded was ‘Agility’. This was followed by ‘Innovation’, ‘Strategic capability’ and ‘Collaborative skills’. Although other skills and capabilities were important, these were either not as significant or were already seen as part of the top-ranking leadership skills.

### ***Agility.***

First, the interviewees highlighted that in today’s world, leaders need to be agile to make effective and timely decisions.

*“Agility is necessary in today’s role. When in time of change, you have to be dynamic; you have to be agile, you have to be able to deal with personalities inside and out... you have to be agile to move through...I’ve seen leadership that’s so stuck and it’s not agile and it’s not collective and it’s self-destroying”*



(Interviewee 9).

As interviewee 11 put it, being agile means moving ahead and not being left behind.

*“Agility, most definitely [is the top leadership skill], because the world changes so quickly - you can feel it. When I started ten years ago, hardly anyone booked online. People were like, “What’s an OTA?” where to now, where 80 plus percent of people booked online. There’s a huge change to the traditional ways of people booking. So you have to be agile and willing to change as well and to evolve with the directions of how the world is moving as well so you don’t get left behind”*

(Interviewee 11).

Although moving forward in this world is important, interviewee 5 also said that being agile is a way of thinking.

*“Things change so quickly in all environments that being agile is just such an important skill for a leader... for me there always has to be a preparedness for “what if”. To me agility is about how I would change this if that happened so constantly thinking through that process... with agile thinking you’re not stuck into “can only do this, can only do that - you’re more receptive to the outside of things and looking for how that can help you, change you, what are the positives in the situation that you could bring through being ready to be agile and change”*

(Interviewee 5).

However, not all organisations are structured the way to foster agile way of thinking. For example, interviewee 15 said that leaders in local government need to get everyone on board to understand agility and the benefit derived from it, which is not an easy thing to do.

*“The industry is changing so quickly, especially around technology, which has been a big disruptor in the industry. Working within a local government environment, it's not very agile, just the way it's structured - local government is not known for its agility... You're not just making your decision. You're making decision on behalf of the community, on behalf of councillors, and on behalf of the council as a whole. It's important to bring everyone along on the journey and actually getting them to understand why and how and where the benefit is”*

(Interviewee 15).

On the other hand, in the world of start-ups, agility is about experimentation, plus timeliness and decisiveness.

*“The thing that I’d be doing, it’s pretty much a start-up and so being able to really change and shift quickly is going to be really, really important. If there are new opportunities that arise for the platform or for the business it needs to be more like,*

*“Yeah, okay, let’s try and do that.” Obviously, it must be something like think about it, assess it, but just be quick and make decisions”*

*(Interviewee 23).*

Similarly, interviewee 10 said that agility is about making that decision; experimenting and learning from it to move forward in today’s uncertain world.

*“The ability to be able to adapt and respond quickly and be decisive is really important. You can be all these things [master of all the other leadership skills and capabilities], but if you’re unable to make a decision, it’s not gonna put you in a good position...there’s sort of a nervousness around – we talk about disruption, we talk about robotics, we talk about 70 percent of roles are gonna be automated. So that – and the ability to be able to make decision and then if it isn’t right, be comfortable admitting that and moving direction”*

*(Interviewee 10).*

Interviewee 13 said that agility is not just about making decisions fast, but it is also knowing why a certain decision is being made, and being aware of the consequences.

*“I think agility is really important and being agile in the processes that you do within the organisation is really important and being able to just make decisions based on why you’re making them as well, like having the why, how, and where you’re going with it”*

*(Interviewee13).*

The second most cited leadership skill and competence was the ability to innovate or foster innovation. Effective leaders need to foster innovation to adapt to the changing consumer needs imposed on by the competitive forces and technological advancements.

### ***Innovation***

Most interviewees have made a reference to the changing business environment as it continues to challenge the way of doing business within the tourism industry. For example, interviewee 2 said that:

*“In this current world, this current climate, considering new and different ways to do things will really help to drive better outcomes. I think that everyone expects newness, so really thinking about new ways of approaching things, being more efficient and all that kind of stuff is incredibly important”*

*(Interviewee 2).*

In the view of interviewee 10, innovation is a part of value creation. When consumer needs and wants change, businesses need to respond and continue creating value to stay relevant.

*“Innovation to us is change that adds value. So, if you’re not responding to the needs, if we talk from a business context – if your customers are changing and their requirements are changing and you’re not adapting, innovating, and responding to that, then as a business, you’re not gonna flourish”*

*(Interviewee 10).*

In the world of travel, interviewee 11 said that it is all about the customer experience. However, the continuous search to keep advancing in this area is becoming challenging as technology presents many new opportunities.

*“For me, being innovative is about looking at what there is around and seeing how we can improve and offer better customer experience and just make changes... it is harder these days to innovate - sometimes you think, “Oh my god, what more can we do?” because obviously with more technology, there’s lots of things that you can do”*

*(Interviewee 11).*

To create value within the tourism industry, the technological change also calls for process innovation. Interviewee 15 said that this can be achieved along with the collaborative practice and agility.

*“We need to do things differently within visitor centres and within tourism to catch people’s eye. The world is bigger than it was then, because of technology – more accessible than it has ever been. So, by providing an innovative service or an innovation product, we kind of can have that cut through to consumers, but also it kind of ties back in with collaboration and agility because to deal with the environment we’re in, we need to be innovative to be agile and to collaborate more effectively. So that innovation isn’t just about the products. It’s about the processes, the procedures”*

*(Interviewee 15).*

The third important leadership skill and capability as perceived by the program participants was strategic capability.

### ***Strategic capability***

Overall, the participants felt that effective leaders need to be strategic. Need to understand the business context, the changing consumer needs and wants, and know how to motivate and take the employees on the journey with them.

*“To me, I think strategic capability have to be a part of it [leadership skills and capabilities] because you can’t lead if you don’t have that capability, in my perspective”*

*(Interviewee 14).*

Similarly, interviewee 12 felt that effective leaders need to be strategic and able to communicate the vision and the direction.

*“As a leader and someone who wants to be – you’re not just out there making things up on your own and saying boldly go where no one’s gone before, but taking all the information on board, and setting a direction – I think that’s a really important leadership skill to have. So, the ability to see the big picture and to be able to know where you’re headed and to be able to communicate that to your team and stakeholders is vital”*

*(Interviewee 12).*

Interviewee 9 felt that leaders need to provide a vision to their employees, but also need to take the employees on the journey and engage them in it to collectively achieve better outcomes.

*“To me, strategic capability is important to provide that vision and taking people on that journey and thinking strategically about that and really driving that...and this vision, it has to be owned by everybody to engage in collective leadership”*

*(Interviewee 9).*

The fourth most important leadership skill and capability perceived by the program participants was collaboration.

### ***Collaboration***

The interviewees felt that today's business environment calls for greater collaboration. The complex nature of the tourism industry and the volatile and unpredictable environment requires more people working together, sharing knowledge and resources and engaging in collective decision making to achieve innovative outcomes.

The complex and interconnected nature of the tourism industry requires tourism destination organisations to engage in collaborative practices to achieve greater outcomes, not just within one destination but among neighbouring destinations.

*"We're a regional tourism board. So, I've got a team of 12 people here, but we have 550 tourism businesses who are members of ours - everyone got a finger in everyone else's pie. That's the nature of the industry that we work in. So, that collaboration is hugely, hugely important for us and we've got boundaries around our organisations and where our footprint is. So, we need to have good working relationships with our neighbours"*

*(Interviewee 12).*

In interviewee 2's view point, collaboration contributes to development of better products and services.

*"I just think in general, more heads are better than one. So, I think working with other interested people, hearing different perspectives, hearing different viewpoints – whether that's collaborating with colleagues, whether it's collaborating with other businesses, or whether it's collaborating with your end users to really develop better products and services, so – I think hearing from lots of different viewpoints help you drive better outcomes"*

*(Interviewee 2).*

For example, interviewee 11 said that employees who are engaged with their customers are a great source of ideas. Collaborative spirit thus contributes to development of new travel experiences.

*"Collaborating with different people within our business, with our tour guides and seeing what they think as well because they're out there on the road they might see new stuff that, "Hey, I found this. This is great secret spot. Why don't we have there?"*

(Interviewee 11).

Looking at all the eight leadership skills and capabilities, interviewee 14 felt that all were interconnected. In her view, effective leaders need to be strategic and foster collective practise to ultimately achieve innovative and agile outcomes through collective leadership actions.

*“Collaboration probably covers a lot of those [skills and capabilities]. Collaboration covers cooperation. To collaborate effectively, you need to have that network in place. When you collaborate – innovation and agility kind of comes out of that because you got everyone working together...strategic capabilities have to be a part of it because you can’t lead if you don’t have that capability. And then, if you’re a good leader, you have the right people around you...then it’s about actions. The collective leadership actions are important ultimately as without that, you kind of have more roadblocks. If you can’t be driving that action, then it doesn’t matter what you collaborate on or what your strategic capabilities are, you’re gonna get racked up in that kind of bit and not be able to move forward”*

(Interviewee 14).

### ***Current leadership needs***

Identifying skills and competencies to achieve effective outcomes also led the participants to think about skills they needed to further develop. While some interviewees felt to continually embrace all the leadership skills, most interviewees have noticed they need to be more analytical and strategic. A smaller proportion of interviewees felt that other developmental areas include agility, networking and collaboration.

Interviewee 10 and 15 felt that all skills need to be continually worked on as the environment changes.

*“I think there’s always opportunity to grow these skills”*

(Interviewee 10).

*“I think everything to a degree. I like the idea of kind of slowly building all the skills rather than just going, “This is the one I need to work on,” because if you’re so focused on one particular skill, then you kind of disregard all the rest”*

(Interviewee 15).

Most interviewees felt that being more analytical and strategic is challenging. For example, interviewee 14 felt this is due to the rapidly changing landscape, which requires more of the ‘know how’ and time to understand the evolving landscape.

*“From a research or analytical or strategic capability perspective, I guess what could hold people back – is not staying current...not knowing the changing landscape of digital world”*

*(Interviewee 14).*

Interviewee 12 felt that being more in the creative space hinders her ability to be analytical and strategic.

*“Analytical is probably not a strength for me. I’m probably a bit too much on the creative side, and getting excited about the prettiness and not enough about looking at the data and analysing things”*

*(Interviewee 12).*

For interviewee 4 and 6 the barrier to be more analytical and strategic was in timing and seeing this as a priority.

*“Analytical skills...I definitely got the skills but I think I can strengthen them. But I think it comes down to timing. You always want more time when it comes to developing a new strategic plan and doing the analytical research but for me, it’s about making the time and realising that that needs to become more of a priority than perhaps it has”*

*(Interviewee 4).*

*“Analytical skills. I’m probably a little bit analytical anyway but part of the challenge to that to me is probably just making the space to be analytical, having that clear headspace to actually deal with things...with that kind of overloaded workload, you don’t make a lot of space to sit down and analyse what we’re doing isn’t perhaps the highest priority. You’re just making a decision on the floor without actually sitting down, looking down at a bigger picture as much as we probably should”*

*(Interviewee 6).*

Similarly, interviewee 23 felt to continue improving in the analytical area.

*“I think analytical skills. While I think I’m quite good at it, I just think I can keep developing that just to refine it even more and more”*

*(Interviewee 23).*

Although many interviewees reported that agility is very important leadership skill, only one interviewee expressly mentioned that agility is challenging to develop.

*“Agility is a bit challenging. Our brains want to keep repeating the same things. It’s comfortable with systems and repetition. So, feeling like the rug is being torn out from under you all the time in digital marketing, and that you’re always having to find the next new thing, it can be a bit overwhelming”*

*(Interviewee 12).*

A couple of interviewees also felt that their networking skills could be further improved. Although the program presented good opportunities to network with industry players, some could not see the need or the benefit straight away.

*“I guess, the network development is something that I still find a bit uncomfortable and I’m still finding my way. I’ve improved a lot this year, but I kind of feel a bit lost in how to do that so I don’t feel it’s like a time-waster”*

*(Interviewee 14).*

*“I absolutely hate networking, so that is one area that I need to develop a better skill set of networking. I get it, I like to maintain and develop the networks I have, but I hate the Hi I’m [name] I do this, Hi I’m [name] I do this, I hate that environment, I hate that set up, I hate the people that go out because I’m a good networker but you’re not because you’re not developing a relationship with me you’re handing over a card and a piece of information and moving on from me and I find that really superficial and uncomfortable - I don’t like walking into a networking room”*

*(Interviewee 2).*

Interviewee 2 also felt that collaboration skills could be further worked on as the skills are not easy to apply when it is required.

*“Collaboration - I think I can always get better at that - it’s just that we’re busy <laughs> and everybody has great ideas of how you work together but then you get in a room and it’s like, “Oh, how does this actually work?”*

*(Interviewee 2).*

The interviewees were also asked if they believed there is a space for additional leadership initiatives, such as short programs.



### ***Future development needs***

Most interviewees felt that there is a space for MTLP refresher courses as not all knowledge is retained. This would also be a good opportunity to continue the learning journey.

*“I think there's always need for more <laughs>...doing refreshers would be a really good opportunity to remind yourself what you've learnt. So, I don't think there's ever an excuse to stop learning, but I think there is definitely the space there for more follow-up on the leadership program”*

*(Interviewee 15).*

Interviewee 1 felt that there is an opportunity to dive deeper into the collective leadership and to learn more about working and dealing with people.

*“The follow up program could be probably based around the collective leadership – yeah, learning more about working with other people... HR topic, for me, is a big one. That's where the challenges are – dealing with certain people and situations – I think that would help everyone <laughs>”*

*(Interviewee 1).*

Several interviewees have also highlighted that there is a need for C-level leadership program as they would like their managers to grow and change. Understanding the program benefits but seeing reluctance from their managers to join MTLP, other program could meet their specific developmental needs.

*“I think there's definitely a need for MTLP for a senior executive, most definitely - targeting those people that have been in the senior manager roles for some time. Some of them are very good at networking with their own networks within the industry so maybe it would be a good chance for them to network with people at a senior level and just be very honest about where they're at with their own learnings...I think it's come through in just about every year level that people sitting around the table going “I wish my manager had done this course, I really do” - And I understand why”*

*(Interviewee 4).*

Interviewee 4 proposed a few ideas for this type of program.

*“I think even having a project that they [the executive leaders] all provide input into during the program. They could form small little workgroups and practice collective leadership... decisions being made around a leadership table...do the learnings across new leadership concepts”*

*(Interviewee 4).*

In addition to the above responses generated from 15 MTLP program participants, 6 additional interviews were conducted with tourism industry experts to generate further insights into the importance of leadership within the tourism destination context and to understand what leadership should look like in the tourism industry context, to inform current and future leadership development programs and initiatives.

## **MTLP Stakeholders' perspectives: Findings**

### ***The purpose of MTLP***

The initial idea behind the development of MTLP, Victoria's tourism-based leadership development program, was to help the industry. It was felt important to get the industry stakeholders working in collaborative manner to achieve more effective industry outcomes.

*"The root of the motivation for the establishment of Melbourne Tourism Industry Leadership Program was a desire to help industry, community, and government work more closely together and more effectively"*

*(Interviewee 19).*

In the light of this goal, it had been decided the program would be built on a theory of human development and specifically the element of self-efficacy. Interviewee 20 expressed that self-awareness and the ability for an individual to lead one-self is the foundation to further development, and the ability to lead others. In her eyes, this capability is seen as '*flourishing*'; a result of an authenticity: '*authenticity to self, not authenticity to some kind of aspirational model*'. When leaders are at their best, individual and collective outcomes are more easily achieved.

*"We as humans need to learn to flourish. We probably are born with enough, but we get it smacked down out of us pretty early on. So, when you think about the things that children find joy in, we seem to lose that stuff pretty quick as we get older. So, this program focuses on this - it puts the human first, not the profit, not the bottom line, not the quality of the output, not the performance. If you're flourishing, you'll do a better job...so the leading bit is if you choose to be in a space where leading others is part of the journey that you choose, you'll do a much better job with it if you're flourishing and if you understand how to help others flourish"*

*(Interviewee 20).*

Further, this interviewee said that it would be wrong to teach everyone to behave and act the same way as this is not natural to many individuals, thus, resulting in less effective outcomes.

*“For example, if you’re taught assertiveness and you use assertiveness, but that’s not necessarily a good fit for who you are as a human, then that flies in the face of authenticity... you being real and me getting you, has a far greater chance of you influencing my decisions than if you practice assertiveness because that’s what you were taught. That’s the difference”*

*(Interviewee 20).*

Interviewee 21 provided further insights into what MTLT focuses on today. The interviewee indicated that as there are different levels of leadership there should be different leadership development programs to cater for the needs of these diverse leaders.

*“MTLT is for the emerging leaders to help them have a great awareness of themselves and others... it’s vital for them to have that time to reflect on what they want to do and where they want to be, what their values are, their strengths and weaknesses, and build their confidence to become better leaders within their organisations, and have that ability to step up”*

*(Interviewee 21).*

Based on the above quotes, the purpose of MTLT is not only to help individual leaders within the visitor economy to flourish, but to also enable them to be more effective in the workplace, and in the long term, contribute to the development of the tourism community and industry.

### ***Support to complete leadership development program***

Three out of six stakeholders held a senior leadership role and had supported number of their employees to complete the MTLT program. All three have completed a leadership development program themselves in past, and based on their experience they supported and encouraged their staff to engage in this type of development. As they all operate within the tourism industry context, they found the MTLT particularly relevant and of value. For example, interviewee 18 felt that an individual development that sends one on the journey of self-discovery is important. It had been observed that understanding one-self contributed to not only individual growth, but also growth within the workplace.

*“In terms of its personal development the program is very relevant and does allow for our staff members to grow within the organisation...it’s very much about that personal journey, personal development, that growth in terms of emotional*

*intelligence and the opportunity to think more laterally and differently about issues and situations, so that's why we support it because it does allow for our staff members to grow in terms of their intelligence"*

*(Interviewee 18).*

Interviewee 17 and 16 felt similarly about the role leadership development programs play in one's personal and professional life.

*"I think it's important that everyone challenges themselves, is open to learning, meeting new people, having their thinking and their habits tested and being part of an environment to explore what else they can achieve and what skills and resources they have within them. I think a leadership program like this is a really important element in anyone's professional development"*

*(Interviewee 17).*

*"I highly recommend this program for people who want to understand themselves a lot more, as it's a great tool to find out"*

*(Interviewee 16).*

The above quotes illustrate how leadership development programs provide value to not only the program participants but also their organisations. Those senior leaders who support individual growth and development in their organisations see how their employees' individual development translate into better ways of doing things when in the office.

### ***What should MTLP aim to deliver***

Most stakeholders felt that the primary focus of the program should be individual development. The journey of self-discovery makes people realise whether they enjoy what they currently do and make them think at deeper level about their careers. It was observed that MTLP participants returned to work inspired and empowered particularly if they knew they are in the right place.

*"I think the primary focus should always be individual development in a leadership program...this will either strengthen their commitment to the tourism industry into their organisation and in their position or it will make them realise whether they need to move to a different industry or a different position...If we don't have the personal development at the forefront, then I think that it's very hard to excite individuals"*

*(Interviewee 18).*

Interviewee 17 felt that the focus of the program should remain the individual development but from a tourism stakeholder perspective broader achievements would be of a great value to the tourism industry and community.

*My experience with the team that had done it, it's largely for the individual and I think it ideally would be broader than that. I'm not sure if the MTLP program is providing much beyond what the individuals are getting out of it and I think they're getting a lot out of it, which makes them more effective and hopefully their organisations, but the broader tourism industry, I've not seen joint projects or collaborative effort to address particular opportunities or challenges. I'd like it, if possible, without it losing the strength that it has"*

*(Interviewee 17).*

Ideally, tourism leadership development program such as MTLP should contribute to not only individual and business outcomes, but also tourism community outcomes. Interviewee 21 highlighted that it is about progression. Once that individual is confident and more effective in managing one-self, this then translates into higher level outcomes:

*"At the individual level, one should have a greater awareness of themselves and have a greater leadership style - through that gain more confidence and be able to communicate effectively...at the business level, they should feel like they can take on greater challenges, deal with issues, do things more effectively than before and be able to step up...at tourism and community level, they should be able to give back to the tourism community with their businesses or individual involvement"*

*(Interviewee 21).*

It is evident that MTLP program's primary focus of individual learner development also has a further reaching capacity of benefiting participants' organisations and even tourism communities. This occurs as individuals become more self-aware and confident, thus, benefiting their own organisations and initiating new opportunities with other businesses and organisations, and even volunteering in the tourism community.

### ***Role and importance of leadership in the tourism destination context***

All stakeholders agreed that leadership in the tourism destination context is highly important. The nature and structure of the industry requires cooperation and collaboration and this cannot be left to a chance. In one regional destination in Victoria, a small tourism body now acts in a leadership role to support the tourism industry and the regional community.

*"We've got a relatively small team, but we're trying to influence and provide direction and support to a very big tourism industry that employs over 12,000 people*

*- it's 1.8 billion dollar a year industry, and we're the peak body in this region. So, leadership needs to be part of everything we do to manage our teams, to influence others, to reach not just the business community, but ultimately we want to encourage more visitors to spend more and do more when they're in the region"*

*(Interviewee 17).*

*"Leadership becomes crucial to everything we do because we're dealing with and interacting with everyone from small business, to local government, to state and federal government, to people, to visitors. It is an area where we work in and you can't do it on your own and leadership is very much about forming relationships, partnerships and collaborating where we can"*

*(Interviewee 17).*

To lead effectively in this complex and dynamic destination environment, one needs to engage in the following practices:

*"It is persistence, patience, thinking through and being able to communicate to a number of different stakeholders...having clear goals and being committed to them, and being able to negotiate, bring people with you, be open to new ideas and different ways of doing things, – know where you want to go, but be flexible to how you get there and who comes with you"*

*(Interviewee 17).*

In a case of another tourism region, a unit within a Council had set up a special interest group that draws people from the visitor economy together to foster innovation in the region and to engage in industry development practices, benefiting the destination.

*"In our region, we work with many different businesses. We're a little bit different from other tourism regions whereby we're actually the tourism unit of the [City of XYZ] but then we also have a separate organisation that is run as an association with members. This happens as we try to really build a team of tourism professionals across the region and to try and encourage industry development and innovation to be able to improve the destination"*

*(Interviewee 18).*

As experienced by interviewee 18, effective leadership needs to be however applied and practiced, to achieve outcomes through cooperative and collaborative efforts.

*Being a part of the [City of XYZ] allows us to understand many different leadership styles. It [the council] employs 2,700 staff and offers 125 services. From time to time we will come into different areas of the [City of XYZ], different departments, different units, and see different management and leadership styles. Most recently I was*

*actually seconded into a role within a different area of council for a few weeks and certainly seeing an area that has a very different culture where empowerment is not at the forefront...there're staff members that are not so happy because of the management and leadership style...this was very much about the manager who would not encourage working as a team and because of that there was a lot of blame game going on...so those qualities like empowerment, working on strengths, making sure that there's a shared ownership of tasks is actually really important to ensure that you've got a really cohesive, strong team that's working to a common goal"*

*(Interviewee 18).*

When asked specifically about the type of leadership needed within the tourism destination context, interviewee 19 expressed with high level of confidence that it should be collective rather than individual leadership.

*"There's a need for collective leadership. So, if you think about community activism or any form of leadership, what happens invariably is successful leaders are actually surrounded by other successful leaders. There's no such thing as one out, unless you're in a dictatorship, and tourism doesn't respond to dictators terribly well"*

*(Interviewee 19).*

Speaking from his own experience, interviewee 18 felt that destination leadership requires individual and collective leadership approaches, although there seems to be a strong call for collective leadership.

*I think it's both. I think it's one and many. Certainly when you look at the way in which tourism regions are structured, there is usually a board and a chair and there's a CEO that reports to that board and a team of staff certainly in our context.*

*(Interviewee 18).*

Leadership demonstrated by the board and the CEO should get everyone on board of heading towards the same destination goals.

*"I think that if you don't have a strong cohesive board working with members and understanding their needs, if you don't have a very supportive and collaborative CEO, it can be very hard to certainly get all of those different businesses together...that's when you start to see fracture...So it is very much up to the regional tourism organisation to cultivate leadership"*

*(Interviewee 18).*

Another insight provided by interviewee 21 shows that today's leadership needs to be different to what it was in the past. This is due to the multigenerational workforce and the rapidly changing environment affecting the tourism industry.

*"Leading today is a lot different to what it was years ago - Gen Y is more demanding but creative and innovative. Gen Y people want to be far more engaged, they will ask 'why, why, why'? So, if you are a traditional type of leader that could be very challenging. Gen Y people want more connection with their leaders...All generations need to learn to work together – if they want to keep working and be relevant they need to look at their skills and adapt"*

*(Interviewee 21).*

Interviewee 21 further explained that today's leadership should be more collective rather than individual. Although an individual leader is still important within the tourism industry, here it is more about how things get done and how goals are being achieved.

*"Leadership resides on the shoulders of collective because the CEO cannot be the expert on everything and you make far better and stronger decisions when you have a collection of different people, different ideas and perspectives, and through that you work together...I think you still need someone to lead the team and be accountable for the decisions that are being made...I suppose people still like to follow leaders and so if there isn't a leader it's going to be messy - historically, people have been following a leader".*

*(Interviewee 21).*

### ***Leadership behaviours***

Exploring the type of behaviours to be shown by today's leaders within the tourism industry, it had been found that all five leadership behaviours proposed by Kouzes and Posner (2007) are highly important. All six stakeholders felt these behaviours contributed to individual and collective leadership effectiveness. As one interviewee said:

*"They're all important, so a balance of all five is preferred"*

*(Interviewee 17).*

Interviewee 19 felt that all are obviously important and required, but probably hard for one to apply at one time. In fact, it should not be assumed that all five need to be applied at once. For example, in the tourism context where collaboration is needed, '*inspire the vision*' needs to be at the forefront to achieve the strategic destination goals.



*“The vision needs to be shared with and understood by destination stakeholders so their capacity is not inhibited...you have to be open about this so you build trust. When you have trust, people are prepared to work together”.*

*(Interviewee 19).*

In the case of interviewee 18, it was about the interconnectedness of the five behaviours. It was felt important to ‘model’ the right leadership behaviours to provide good exemplar of how things should be done within an organisation and the industry. It was then noted that ‘inspire’ and ‘enable’ behaviours were also important in order to encourage and foster collaborative practice, hence, to achieve a desired vision. Once these behaviours are demonstrated, ‘challenge’ behaviour would have a role to play to strive for continuous growth.

*“My thought process is certainly around challenge the way. If the leader is seen as inspiring and empowering through that enablement phase, then there will be a process of being able to challenge the way, challenge the status quo, innovate, and make sure that there are opportunities to continue to grow and really be ahead of the way in terms of an organisation”*

*(Interviewee 18).*

However, the emphasise of the five leadership behaviours seem to be context specific as in the case of interviewee 17 the priority was placed on ‘enable’ and ‘encourage’. This was due to the small size of their team and the regional tourism context where the resources and staff are limited. From his own experience, environment that ‘encourages’ and ‘enables’ the whole team contributes “to act, to show initiative, to have ownership, and to drive better results”.

### ***Further developmental initiatives and leadership programs***

Half of the interviewees also felt that there is a need for a higher-level leadership development program, specifically designed for CEOs. What was highlighted in these responses was the need for ‘cohesion’, enabling and fostering collaboration, and knowledge sharing. For example interviewee 18 said that:

*“What’s needed at that level because it’s very much about getting those CEOs together, is sharing information, gaining trust, and being able to instil that for the betterment of the Victorian tourism industry”*

*(Interviewee 18).*

Overall, the responses generated from the 6 industry stakeholders helped to paint the picture of what current leadership looks like in some tourism destinations and uncovers what else is needed to enable the development of effective leadership within Victoria's visitor economy. It is also evident that the role of MTLP is to contribute to the vision of making Victoria's visitor economy stronger through the practices of effective leadership. This is done by enabling individuals to develop at their own individual level, but also supporting them to be their best at other social contexts, such as their workplace and the tourism industry. All in all, it became clear that leadership approach that is needed in the tourism destination context needs to be more collective so all stakeholders are moving more effectively forwards the achievement of Victoria's visitor economy goals.

#### 4.5 Chapter conclusion

This chapter presented the quantitative and qualitative findings pertaining to the study's research questions, through which the overall effectiveness of the MTLP program had been documented. Through a sequential mixed methods design, the researcher first presented findings that were collected through the end-of-year program surveys between 2009 and 2016. These findings were of qualitative nature and were used to design and collect findings in the subsequent phase. Next, the findings from the quantitative online survey phase were presented. These findings related to the overall effectiveness of the program design and the leadership being fostered and developed. The measures offered sufficient evidence to describe the extent of effectiveness and development, and also highlighted current strengths and weaknesses. Last, the qualitative findings were presented to offer deep insights into the experiences and perceptions of the past program participants and the key program stakeholders. It was this last research phase that helped to describe how the training fostered participants' learning and how the training design and process contributed to the transfer of training. Overall, the methods used in this study produced the needed evidence that contributed to the study's mixed findings discussion and conclusions. In a discussion format, the mixed findings are presented next (Chapter 5), while the study's conclusions are drawn in Chapter 6.

## Chapter 5 Discussion of Results

### 5.1 Introduction

The aim of this research was to evaluate the effectiveness of a tourism based leadership development program, to inform current and future leadership development, and training programs. The study was underpinned by the literature relevant to leadership, leadership development and program evaluation. The review of literature (Chapter 2) uncovered that there is an increasing pressure placed on the development of suitable skills, which encompassed the development of effective management and leadership (Samson 2011; Victoria State Government 2016). The Victorian Visitor Economy Strategy highlights that there is a need to promote leadership within the tourism sector and support professional development and networking opportunities. However, as the tourism leadership literature has only started to emerge (since 2014), little is known about what effective leadership is in the tourism industry context. This problem is further elevated by studies, both in business and tourism fields, proposing different leadership skills and capabilities, hinting that different contexts require different skills and leadership approaches at different times (Kaiser *et al.* 2012; Kets De Vries *et al.* 2010; Kouzes *et al.* 2010), thus adding to the core problem of not knowing what effective leadership is and how it could be developed in the tourism field.

With the rising number of leadership development programs on the market, this is a significant problem as any effort or developmental initiative that lacks theoretical underpinnings might result in irrelevant or insignificant outcomes. While the effectiveness of leadership programs in other fields has been explored by researchers, the tourism leadership context, the program content, transfer of learning and the outcomes derived from tourism-based leadership initiatives have yet to be examined. Most of the evaluation evidence has focused on the outcomes (Collins & Holton 2004; Kirkpatrick & Kirkpatrick 2014), but the underpinning insights about the context and the program mechanism to inform how the program works and why it works have not been explored sufficiently. To the researcher's knowledge, this is the first study that explores the tourism leadership context to understand what effective leadership is and whether such leadership is being fostered through a tourism-based leadership development program. Thus, it is also the first evaluation study that has explored a leadership program's capacity to foster leadership development, and its capacity to

help transfer the learning to individual, workplace, tourism industry and community contexts to achieve various outcomes.

As outlined and justified in Chapter 3, the CIPP evaluation model (Stufflebeam 1971; Stufflebeam 2005; Stufflebeam & Coryn 2014) and the leadership theories pertaining to leadership styles (Kouzes *et al.* 2010), approaches (Hoppe & Reinelt 2010) and skills were selected to guide this evaluation study. A review of the relevant literature and application of the model and the concepts in both fields, evaluation and leadership, have been reviewed and built on in this study. A mixed methods exploratory approach was applied in order to conclude whether the MTLP leadership program is effective. In this study, the results of the quantitative phase informed the design and development of a quantitative survey, which then enabled the development of the final qualitative phase. Interviews were conducted with leadership program participants and several program stakeholders to fully understand how the program enabled learning and the transfer of learning to individual, workplace, tourism destination and community contexts. These findings were presented in Chapter 4. The researcher combined the findings from the quantitative and qualitative research phases in this final part (Chapter 5).

This final part of the study thus presents the key research findings pertaining to the research questions proposed in this study. The findings are related back to the literature to highlight the contribution of the study. Chapter 6 then summarises the achievements of this study, outlines the study's contributions, limitations and offers recommendations for further research.

## 5.2 Discussion

To determine the extent of Melbourne Tourism Leadership Program's effectiveness, this study posted the following primary research question: *Is Melbourne Tourism Industry Program effective?*

To answer this core question, the study posted five sub-questions, which needed to be answered first:

1. *To what extent does MTLP foster the development of key leadership skills and competencies?*

2. *To what extent is MTLP enabling the development of a leadership model appropriate for the Australian tourism industry?*
3. *Is MTLP's training approach enabling learning and transfer of learning?*
4. *Do gender, age, education and a leadership role influence the self-rating of one's perceived leadership skills and capabilities, and their transformational leadership?*
5. *Is MTLP contributing to outcomes at individual (personal level), workplace, tourism industry and community levels?*

The key findings derived from the quantitative and qualitative findings at each evaluation stage (context, input, process and product) are discussed within the boundaries of the study's research questions and brought together at the end, to conclude whether MTLP is effective.

#### 5.2.1 To what extent is MTLP fostering the development of key leadership skills and competencies?

This research sub-question is linked to the 'Input' and 'Output' evaluation stages. First, it was important to assess whether the leadership program had fostered the development of needed leadership skills and competencies (Input); and second, whether the developed skills and capabilities have been sufficiently developed since the program completion (Output).

Program content, such as the needed leadership skills and capabilities should not only be underpinned by the chosen leadership style and approaches but also the learners' needs and the context of the business (Conger & Riggio 2007; Crawford *et al.* 2014; Day *et al.* 2014; Mumford *et al.* 2007; Orazi *et al.* 2013). The debate has focused predominantly on the development of individual skills, but recently, individual and social or relational skills have been recommended as both contributing to leadership effectiveness. In previous research, it has been shown that individual skills form the base to the development of social or relational skills (Conger & Riggio 2007; Goleman 2015). Both, quantitative and qualitative assessment of important leadership skills occurred in this study. The leadership program targeted the development of individual skills, however this focus also accelerated the development of social and relational skills. In total, 22 skills and capabilities were identified across the two domains (individual and social). As outlined in the methodology chapter, these 22 skills and capabilities were identified through the reviewed literature and the findings from phase one. The phase two findings showed that all 22 skills and capabilities were perceived as highly

important by the surveyed participants. The quantitative findings also confirmed a positive and significant relationship between these skills and capabilities and the participants' improvement in these leadership areas, since their completion of MTLP.

The only skill that was perceived to be on a lower level of importance and development was 'leading organisation'. This seem to fit the program cohort as these participants were the aspiring leaders rather than leaders at the executive level. Although some participants perceived this area as important, the opportunity to develop and practice this skill and develop a competence in this area, was not available. Therefore, this skill can be eliminated from the content of MTLP program, that targets aspiring tourism leaders and practitioners.

Leadership programs, which are offered to industry participants as opposed to staff from a specific organisation, are perceived as high-risk for not being able to meet the needs of the varied individuals and their organisations (Kaufman *et al.* 2012; Mumford *et al.* 2000). However, this current study found that if the program focuses on leadership needs pertaining to the individual needs and the needs of the industry rather than specific workplace needs, such risks are actually reduced as the individual outcomes eventually feed-back into the workplace outcomes. For example, through the qualitative research component it was uncovered that focus on individual leadership attributes, such as self-awareness and emotional intelligence, contributed to increased confidence and better way of managing social interactions and relationships.

Goleman (2015) found that self-aware individuals are more adaptable, achievement oriented, optimistic and able to initiate action. As this competence develops and is flexed to the social and relational domain, an individual is then seen as more effective in the workplace. This effectiveness is associated with inspiration, influence, ability to implement change, ability to manage conflict, teamwork and collaboration. Hence, in the case of this research, the individual development resulted in change that was felt not only at the individual level, but also at workplace level. Many participants reported that there were visible signs of better collaboration, communication, signs of more positive organisational culture, innovation and improved work performance. It is thus recommended that self-awareness and emotional intelligence form the base of leadership development programs.

Although the participants agreed in the survey that all skills and capabilities were important, when interviewed during the qualitative phase, four most frequently cited leadership skills and capabilities have emerged as highly important. These were agility, innovation, strategic skills and collaboration skills. These skills were chosen because of the dynamic developments in the industry environment, such as technological change and changing consumer demands, which put increasing pressure on how things are done in the business and organisations. When compared to self-awareness and emotional intelligence, these skills are more strategic rather than psychological. In previous research, Kaiser *et al.* (2012) found that interpersonal aspects in psychological leadership field and the organisational aspects in strategic leadership field are indeed important and complimentary. Both skills domains contribute to effective leadership, hence should inform leadership development and be included in the program content. In regards to future leadership skills and competencies to be developed, the study found that analytical and strategic skills should also be in the focus.

Based on the above finding from both quantitative and qualitative phases, it can be concluded that the extent to which MTLP is able to foster the development of the key leadership skills and competencies is high. Thus, in this area, the program is effective. It is also evident that as the business environment changes there is a continuous need for development in other skills domains. Continuous scanning of the environment is recommended to identify the needed skills. This may span the scope of current literature and insights from industry stakeholders. Thus, for leadership programs like MTLP, the program design and specifically the program content need to be continually updated to include new skills and capabilities to help program participants to be more effective in their leadership roles.

#### 5.2.2 To what extent is MTLP enabling the development of a leadership model appropriate for the Australian tourism industry?

This research sub-question is linked to the ‘Output’ and ‘Context’ evaluation stages, and builds on the program Input, specifically the key leadership skills and capabilities. As the core of the program is the development of leadership, it was important to assess the overall development of the desired leadership behaviour rather than testing the knowledge or the ability to perform each individual leadership skill or to perform at a level of competency in each area (Output). Assessing how the program participants, who are also the leaders within the tourism industry, apply the needed leadership style in their current roles is believed to be

a better way of informing and advancing the leadership development in the Australian tourism industry. Further to the application of a suitable leadership style, it was also important to explore the need for content pertaining to individual and collective leadership approaches to see if any content changes are required in this area to better enable the development of individual and collective leaderships (Context).

In order to assess the extent of leadership development, leadership style suitable to the tourism context in Australia had to be first identified. Due to the limited research in this field, the researcher had to review the literature in mainstream business literature before considering the few recent research findings in the tourism field. In regard to suitable leadership style, research evidence from business and hospitality organisational context highlighted the preference for transformational leadership (Dinh *et al.* 2014; Tal & Gordon 2016), despite the fact that both transactional and transformational leadership styles were found to be important in current day and age (Keskes 2014). While tourism research has only touched on the topic of leadership styles (Pechlaner *et al.* 2014), the quantitative and qualitative exploration of transformational leadership is one of the key additions to knowledge of this study. It was by applying the transformational leadership model of Kouzes and Posner (2007) to assess the current practice of the program participants' leadership. The quantitative findings showed that leadership behaviours pertaining to this leadership style were applied effectively in the participants' current roles. Comparing these findings with findings in other industries (Posner 2016), the application of transformational leadership in this case is high, meaning the overall leadership style is at very good level. The construct mean scores (maximum score = 60) for the five transformational leadership behaviours were as follows: Model the way (45.82), Inspire the vision (42.62), Challenge the way (46.22), Enable others to act (50.71), and Encourage the heart (48.29).

Further to these findings, the qualitative interviews uncovered that transformational leadership behaviours were indeed preferred in tourism firms, non-for-profit and governmental organisations. Most participants preferred leaders with transformational leadership style. Strong evidence has emerged explaining that a transactional leadership style contributed to employee dissatisfaction and high propensity to leave an organisation. In terms of participants' own leadership style, the participants are more inclined to the practices of transformational leadership. It became evident that MTLP's exposure to the content of self-awareness and emotional intelligence contributed to a greater confidence and belief to show



transformational leadership behaviour rather than behaviours these participants did not believe in or approve due to their personal values. All participants said that through MTLP they have learned to effectively deal with all sorts of people and adapt their own behaviours to achieve the best outcomes. This achievement was evident despite some participants having experienced transactional treatment in their careers. Interestingly, these individuals were not influenced by these transactional behaviours of their past managers and the negative experiences in modelling the same leadership behaviours. Thus, the participants are driven by their own values and beliefs when leading. These findings are in line with the research in the field of positive psychology and emotional intelligence (Conger & Riggio 2007; Goleman 2015).

Overall, in terms of a suitable leadership style needed in the Australian tourism industry today and the near future, all surveyed stakeholders felt that all five leadership behaviours that represent the transformational leadership proposed by Kouzes and Posner (2007) are indeed important and should be continually shaped and improved by industry practitioners as the environment changes.

In addition to the preferred leadership style, it was also found in this study that tourism industry leaders operating in the Australian context are more devoted to the practices of collective leadership rather than individual leadership if the work or environmental context call for team work, cooperation and collaboration. In their research, Hristov and Ramkissoon (2016) and Pechlaner *et al.* (2014) hinted that it should not be assumed that organisational or an individual leadership approach is experienced in a network-like environment, such as the tourism destination. Leadership in the tourism destination context has been described as more complex as a number of different stakeholders are now involved in the management of tourism destinations. Thus, within the tourism destination context the leadership has been labelled as 'distributed leadership' (Hristov & Zehrer 2015; Pechlaner *et al.* 2014), a new paradigm involving various business, governmental and non-governmental actors who come together to engage in destination marketing and management decision making. Despite the growing evidence on distributed leadership in the tourism context since its conception in 2014, research emphasising the role and importance of leadership to drive better organisational, destination network functioning and destination outcomes is yet to be made. The current study confirms that distributed leadership exists in two Australia's tourism destinations (Melbourne and Victoria), however individual leadership is still needed to foster

the development of network leadership and to allow its effective functioning. This study found that there is a strong relationship between effective leadership (suitable leadership style and approach) and individual and organisational outcomes. The study also found that an individual, such as the CEO of a regional tourism organisation (RTO) needs to have well developed individual and collective leadership skills and use a transformational leadership style to enable the development of a strong destination network and contribute to its effective functioning. Two CEOs from two different Victoria's RTOs explained that collective leadership is needed in the context of the regional tourism organisation, but also at the destination network level. As the RTO team (the organisation) is mostly very small, the team members and the top leader or the CEO need to work collectively inside and outside their organisation to engage other stakeholders in cooperative and collaborative actions, to drive better network performance, which is hoped to contribute to better destination outcomes.

The deep insights generated from the program participants and the stakeholders also showed that organisational structure and top leader's leadership style are linked to the application of collective leadership. The findings showed that organisations, businesses and destination networks, which rely on the performance of a team or collective effort are more inclined to engage in collective leadership, when compared to organisations in which employees work in silos or do not need to engage in networking activities. It is however possible to have collective environment yet the leader to take an individual approach rather than engage the team in collective decision making. As seen in the qualitative responses, this was due to the application of a traditional leadership style (transactional) and individual leadership approach, mostly used by senior leaders. This leadership resulted in less effective outcomes.

Nowadays, there appears to be a gap in understanding of what constitutes an effective leadership between young and older leaders. This research produced evidence showing that the traditional individual approach is no longer effective in the Australian tourism context. Considering that the young generation is now moving to higher leadership roles, both individual and collective leadership approaches should be embedded into the content of leadership development programs.

Despite the rising importance of collective leadership approach, a number of tourism stakeholders interviewed for this study felt that an individual leader is still needed at the top to drive collective actions at the team or network level. 'Not all people want to lead but want

to follow instead'. Also, historically this has been the case, so to reach the tipping point, it might still take a long time within the tourism industry for a network of leaders to take charge and be fully responsible for their collective actions. Thus, to apply collective leadership approach, an individual at the top level of the DMO or RTO is still needed to motivate and drive collective actions.

Based on these findings, it can be concluded that transformational leadership is the suitable leadership style for the Australian tourism industry, and both individual and collective leadership approaches need to be practiced in the tourism context to achieve better outcomes at business, organisational and network levels. Thus, in regard to MTLP program's content, the theory underpinning individual development is effective as the program participants are demonstrating highly-developed transformational leadership style in their current roles. Interview responses also showed a great level of individual and collective leadership awareness, although a practical application, such as a collective project, would further reinforce the needed behavioural developed in the wider tourism destination or community contexts. If leadership programs such as MTLP focus on these leadership elements, the awareness and application of these in the workplace and tourism destination contexts should contribute to better outcomes in the long term.

### 5.2.3 Is MTLP's training approach enabling learning and transfer of learning?

This research sub-question refers to the 'Input' and 'Process' evaluation stages. To conclude whether leadership development program is effective, evidence is needed to demonstrate a transfer of training to a desired context (Kirkpatrick & Kirkpatrick 2014). While most evaluation practitioners and researchers focus on comparing program objectives with program outcomes, and study participants' immediate reactions generated from end of program surveys, this evaluation study shifted the focus away from this traditional approach to assess not only the fit between program objectives and outcomes, but also the learning and transfer of training itself. Evaluation studies, which explore educational or developmental practices underpinning the delivery of programs are scarce (Burke & Hutchins 2007; Madsen *et al.* 2014). Thus, the focus in this study extends the current evaluation knowledge by documenting how a tourism-based leadership development program enabled participants' learning and the transfer of the training to individual, workplace and tourism destination and community contexts. Building on the transfer of training theory developed by Baldwin and

Ford (1988) and the theory of social learning (Bandura 1977), this study used quantitative and qualitative data to explain how learning and transfer of learning occurred through the MTLTP program. Baldwin and Ford (1988) established that motivation, training design, and the learning environment were key factors contributing to learning and transfer of training. The findings in this study confirm that these elements are indeed important and significant.

Both, the quantitative data and the qualitative insights provided an evidence on how the program design and the training approach contributed to new learning, and the development of skills and the change in participants' behaviour. The deep insights also uncovered how the learning was processed by the participants, and then taken to their own contexts. While the quantitative findings showed a high level of satisfaction with the overall program design, the training content and the training approach, the qualitative findings provided deep-insights into why and how such ratings have been achieved. In the light of the transfer of training theory (Baldwin & Ford 1988), all program design elements were indeed important and significant (motivation, training design, and the learning environment). First, the findings showed that most participants were highly motivated to do the program. This motivation was intrinsic as all participants aimed to develop personally and professionally. It was established in previous research that self-motivated individuals with positive attitude and a drive for growth are more likely to develop effective leadership capacity (Allio 2005; Caffarella & Daffron 2013; Gegenfurtner & Vauras 2012). It is believed that participants' high rating of the leadership skills and capabilities on the importance and performance scale, were underpinned by their level of intrinsic motivation. The deep insights showed that participants' awareness of their developmental needs and the drive to improve, made the participants to continually strive and work towards their personal and aspirational goals.

In regard to program design, most participants highly agreed that the program met their expectations, enhanced their personal life, and enabled them to apply the learning in their workplace, thus, improving their professional life. It was reported that the content was interesting and relevant. The content enabled one to better understand oneself and others, improved their knowledge of the tourism industry, enabled the development of network relationships with others on the program and some industry leaders, and improved one's leadership competence (leadership concepts were covered above in the two discussions parts). Also, the fact that the program was spread over a period of nine months, allowed the

participants to take the learning in, internalise it, think about it, and experiment with it in their lives and other contexts, such as the workplace.

However, the in-depth findings showed that the trainer was a stand-out element, significantly contributing to engagement, the overall learning and participants' ability to transfer the learning. Previous research in evaluation of rural leadership program also found this element to be phenomenal (Madsen *et al.* 2014). In this study, all participants positively commented on the trainers' personality, attitude, realness, knowledge, the trainer's ability to build on the various theories, concepts and real life and industry examples, the teaching approach, and the ability to engage participants in the learning and enabling them to learn during and between training sessions.

The participants also positively commented on the facilitator's ability to create the right learning environment that enabled everyone to open-up and trust each other right from the beginning. This finding was in line with the original theory of 'transfer of learning' of Baldwin and Ford (1988). In this study, the safe environment and the level of trust enabled everyone to share deep and personal experiences (personal and professional), which enabled everyone to look deeply into their own core and develop good level of self-awareness. Previously, James and Maher (2004) suggested that one's self-awareness allows one to open-up to learning. These findings are further in line with the theory of social learning (Bandura 1977), which suggests that adults learn in the environment of other people who share similar needs and experiences. The various program activities, such as group reflections and checking-in sessions, during and between the training sessions pressured the MTLP participants to reflect on their thoughts, values and feelings and to explore these with others (the program participants, the trainer, and sometimes the manager or other staff in participant's workplace), so the participants were able to become aware of their own assumptions and gaining a good understanding of themselves in the social context (the program, their lives, the workplace and other). In previous research, it was highlighted that social context elements, such as participation, respect, collaboration, practice, and critical reflection contribute to better learning outcomes (Brookfield 1986). All these elements have shown to be important in the current study.

Overall, self-awareness and intrinsic motivation seemed to ignite the leadership developmental journey for the MTLP participants. The facilitator designed a program whose

content was found to be suitable and relevant to the participants needs, and coupled with effective facilitation, good pressure was used to make the participants use their self-awareness to interact and engage with others, build relationships, seek feedback, be open to varied views and stand up to exemplify courage. Facilitation and a suitable learning environment contributed to a mindset that allowed one to take the learning in and transfer it to their personal and professional lives.

This study shows that a trusting environment enabled the participants to experiment with the taught program concepts. However, it was the combined effect of each program design element that contributed to the overall learning and the transfer to personal and professional lives. It became evident that the content was suitable and credible, and as the content was delivered in easy-to-understand and engaging manner, the participants could process it with ease. The understanding of the concepts was further reinforced through practical activities and tasks undertaken in the safe learning environment. Further to this, the level of understanding was reinforced by the time given between each program session, as the participants felt the pressure to apply the learning in their lives (private and workplace), experiment with it, reflect on, and share the evidence with others when back in training. The reflective and sharing practices played an important role as everyone could also see how the learning was applied in various individuals' contexts and what outcomes emerged as a result of this practice. Based on the responses, it is evident that the learning was deep as most participants are still able to relate to the learning now, which spans across 1 to 8 years since the program completion. Many participants highlighted various behavioural changes, which contributed to better outcomes (this part is discussed next). Previous research found that surface learning is not likely to result in long-term behavioural change as most participants would go back to their pre-training mode (Allio 2005; Kaufman *et al.* 2012). Based on these findings, it can be concluded that the training design and approach were effective, as they both contributed to individual and workplace outcomes, discussed further in the next part.

#### 5.2.4 Are there differences in application of transformational leadership behaviours due to the influence of gender, age, education and leadership role?

This research question is linked to the 'Context, Input and Process' evaluation stages. To support effective leadership development, it was important to know whether individual differences needed to be accounted for in order to enable better developmental outcomes. As

outlined in previous discussion (part 5.2.2), the use of Kouzes and Posner's (2007) transformational leadership questionnaire during the quantitative phase confirmed that these participants can effectively practice transformational leadership. The model proposed five transformational leadership behaviours: Model the way, Inspire the vision, Challenge the process, Enable others to act, and Encourage the heart, and all need to be practiced effectively to achieve better outcomes. Overall, the study's findings show that the participants perform very well on 'Enable others to act' (construct mean = 50.71; out of 60) and 'Encourage the heart' (construct mean = 48.29; out of 60) capacity, and are less able to 'Inspire a shared vision' (construct mean = 42.62; out of 60). Despite this, the findings are consistent with other international studies (Posner 2016) where 'Inspire the vision' is mostly the least developed. Here, 'Inspire the vision' refers to a process that inspires individuals to work towards a common goal and idealised future (Hoyle 2007). Thus, effective leaders in the tourism destination context need to be visionary and able to inspire and persuasively communicate the vision, to enable others to embrace it and to work towards its implementation.

Due to the rising competitive pressures and increased business uncertainty, firms, organisations and tourism destinations need leaders who can better articulate their vision. In the network leadership context, the challenges might be even greater as the leader would need to get the whole collective engaged in destination visioning. While the 'Inspire the shared vision' behaviour might be hard to develop through a leadership program like MTLT, fostering creativity might set the ground for its development. Researchers evaluating the development of vision in the nursing field found that an environment that promotes creativity, reflective practices, and stimulates exchange of ideas between people may better contribute to the development of this capability (Martin *et al.* 2014).

Considering the findings specific to participants' gender, age, and leadership role, there were no significant differences between these participant characteristics and their ability to showcase transformational leadership. However, a significant difference has been found between the ratings of participants in the Sub-bachelor group and the Master's group. Participants with Master's qualification recorded lower scores, perceiving their transformational leadership competence at lower level than the Sub-bachelor group had perceived it. It seems that participants in the Sub-bachelor group are either more confident than those in the Master's group or have a greater amount of practical experience that had

contributed to their higher competence. Further research is needed in this specific area as other studies had not yet considered these groupings.

### 5.2.5 Is MTLP contributing to outcomes at individual, workplace, tourism industry and community levels?

This research question is linked to the ‘Output’ evaluation, an evaluation stage that also represents the study’s final stage. In this part, the discussion focuses on the outcomes derived from phase one, two and three, across number of different outcome levels proposed by Armstrong (1996): (1) reaction, (2) learning acquisition, (3) behavioural intention, (4) work behaviour, (5) changes in others, (6) organisation change and (7) impacts on organisations performance (Armstrong, 1996). In line with MTLP program’s objectives, levels 1, 2, 4 and 7 were explored in this study. Based on these outcomes, it was possible to conclude whether MTLP program has enabled the participants to apply the learning in their own context, their workplace, the tourism industry and the community.

MTLP program’s vision is to “continue developing leaders from across the visitor industry that have the passion and drive to provide ongoing leadership for Melbourne and Victoria” (Destination Melbourne 2017). The program aims to raise the professional standards in Victoria’s tourism industry by bringing individuals interested in tourism together to foster their leadership effectiveness.

Based on the findings from phase I, II and III, plus the above discussion, it was possible to conclude if MTLP program is effective. Phase I findings were generated from end of year survey responses (short-term), and were mainly used to assess participant’s reaction to the delivery of MTLP program. As level two and up mostly call for long term evidence, Phase II and III findings were used for all the outcome levels, as the data generated from participants attending the program 1 – 8 years ago produced the needed evidence.

#### 5.2.5.1 Level 1: reactions

Armstrong (1996) reported that satisfaction with the overall program quality is assessed at this stage. This may include the consideration of the various program elements, such as the content, training approach, resources and other.



In this study, the overall satisfaction with MTLP program was high. Over the past 8 years, each cohort group was highly satisfied with the program; the satisfaction score was consistently above 75%. Data collected from participants in Phase II uncovered that 88% of participants would recommend the program to others. This is an interesting observation as some participants had completed the program three and more years ago.

Phase III qualitative exploration uncovered that most participants still felt strong and positive emotions when reflecting on the program. These emotions were associated with the program design, the content, and specifically the trainers approach.

In previous evaluation work, Armstrong (1996) reported that positive reaction is important as it underpins participants' decision of whether they would accept the learning. Positive reactions are also more likely to feed into other levels' outcomes.

#### *5.2.5.2 Level 2: learning acquisition*

To assess what outcomes emerged during the second outcome level stage, the 'Learning acquisition', Armstrong (1996) recommended to ask two questions to assess whether the participants have acquired skills from the training. These were: (1) what did the participants learn? and (2) did they learn what was intended?

Findings from phase two produced objective evidence of what skills MTLP participants acquired. A gap analysis of 22 skills and capabilities on the importance and performance scale uncovered that the participants have developed in all these areas, and the findings were statistically significant, with the exception of 'Management Skills'. On the performance scale from 1 to 5 (1 = no improvement; 5 high level of improvement), the mean scores were between 3.95 and 4.46, demonstrating high level of competence. Interestingly, all participants felt very confident with their application of management skills, seeing this such skills as less important.

#### *5.2.5.3 Level 4: work behaviour*

To assess whether the participants have applied the new skills in the workplace, evidence and an extent of applied skills, changed attitude or practice of learnt behaviour is needed (Armstrong, 1996).

The findings from all three phases uncovered that MTLP participants have grown individually, but have also applied the program learning into their work contexts. Various verbatim examples were generated through Phase I open responses, showing already good contribution at that point in time (end of program responses). Overall, 80% of the survey participants were motivated and in position to change at least one behaviour which contributed to better outcomes; 62% participants contributed to business outcomes through three different initiatives.

Objective evidence collected through Phase II stage uncovered additional outcomes and the ratings were mostly very high. For example, it was found that the facilitation enabled the participants to apply the learning in their work (mean = 4.45 out of 5), and allowed them to work more effectively (mean = 4.26 out of 5).

The deep insights from Phase III interviews offered further evidence. The study's key finding was that the MTLP participants had been able to demonstrate high level of transformational leadership in their current roles. As discussed in previous part (5.2.2), this type of leadership is showcased through five different behaviours. Overall, the average mean score for each behaviour is slightly higher than reported in other studies that considered practitioners in other industries. These findings were further supported with the deep findings from Phase III. All participants said that MTLP allowed them to apply skills which enabled them to become more self-aware and confident, which resulted in more effective way of dealing with others, time management, workplace output, and even the development of new products as a result of the newly formed network connections. Several stakeholders further supported these findings with their own observations, which resulted in them sending their other staff to attend MTLP. Another observation that had been made through the qualitative and quantitative data analysis was that these participants have shown positive attitude and a preference to cooperate with others and mostly apply collective leadership approach to get things done.

#### *5.2.5.4 Level 7: performance*

Level seven outcomes labelled as ‘performance’ refer to the impact on the performance of the organisation, in which the participants are employed (Armstrong, 1996). However, in line with MTLP program’s vision, the program envisions to support the industry, rather than a workplace to which the participants are associated with specifically. Thus, it is only implied that outcomes will be also evident in participants’ organisations. Thus, these outcomes are seen as un-intended outcomes. As outlined in the above paragraph (5.2.5.4), the participants have been able to change their behaviour and as a result contributed to workplace efficiency and effectiveness in the operational and marketing functions. The deep insights showed that outcomes at the organisational level included: effective communication, effective work practices, application of different approaches of getting things done, initiating and implementing change, networking with industry partners and practice of more effective leadership.

Interestingly, some stakeholder evidence showed that one RTO had changed their strategy and had become more active in the marketing and management of their tourism destination. This RTO has several staff who completed the MTLP, and it seems that these individuals are better able to function as one team and even stand up to provide strategic direction and guidance to stakeholders in their destination. Another entrepreneurial business had been able to grow their business through their marketing and operations functions. Again, number of staff have completed the MTLP program and have contributed to better customer service, new products and travel experiences, and more empowered workforce. Evidently, this outcome level was supported well with the stakeholders’ views as these individuals have been able to notice the specific effects on the performance within their organisation.

#### *5.2.5.5 Level 8: a new outcome level? Industry and community*

It appears there is a need for one more level, as MTLP strives for a greater impact. The vision indicates that there is a hope for MTLP to benefit the visitor economy in Melbourne and Victoria as MTLP graduates apply their learning outside of their organisational boundaries in the wider tourism industry and the community. The findings generated through Phase I (the short-term evidence) had not produced any solid evidence for this level. Evidently it was too soon to see any impacts emerging. However, several participants expressed that the program has the capacity to benefit the tourism industry in the long term as the graduates move to

higher roles within their organisations, step out of their organisational boundaries and engage with the community, and engage in destination marketing and management decision making.

The Phase II findings showed some evidence, but most statements were not very clear or showing an actual contribution to the tourism destination or the community. Interestingly, good evidence had been produced during Phase III, and specifically the stakeholder evidence. It became evident that MTLP contributed to a formation of network that now consists of 200 plus members. This now provides an opportunity for many past participants to form partnerships with one another and work on various projects. Several stakeholders have highlighted that numerous participants have come together and contributed to a development of new products and service experiences, benefiting their organisations, and in some case also the greater visitor community. Many past participants work for the government and are thus involved with the community more directly than those individuals in the private sector. Several participants from governmental organisations said that they have adapted a consumer-centric approach in their departments and when they work on public projects, their viewpoints and actions are more positive which represents a great positive change. The program seems to encourage individuals to engage with the tourism community, but some responses indicated this could be better reinforced through real industry engagement projects.

As shown in the above discussion and the outcomes generated at the five different levels, it can be concluded that MTLP is significantly contributing to an individual leadership development and relatively well to the performance of participants' organisations. As organisational performance is not directly linked with MTLP's vision or objectives, this is a very good un-intended outcome that may support stakeholders' decisions to encourage their staff to complete MTLP. Organisations with greater amount of MTLP graduates seem to be positioned better in the market when compared to organisations with one MTLP graduate. At the greater level, MTLP contributes to some tourism industry and community derived outcomes, either through individuals who volunteer or want to make a difference at this level or through a network, which encourages MTLP graduates to engage in partnerships and projects.

### 5.2.6 Is MTLP effective?

The answer to this question is based on the findings produced through the ‘Context, Input, Process, and Product’ evaluations discussed above (5.2.1 - 5.2.5). All evaluation phases produced good evidence to conclude that MTLP program is effective and should be continued to benefit the individual participants, their organisations, and also the tourism industry and community.

### 5.3 Chapter conclusion

This chapter discussed the key findings related to the study’s research questions. The findings were generated through three research phases, where phase one produced short-term data and phase two and three generated long-term data, spanning over the period of 1-8 years. While phase one uncovered MTLP participants’ reactions and a level of satisfaction with the program to be high, it also showed that most outcomes occurred at individual level only. In contrast, the quantitative and qualitative findings from phase two and three showed not only that the participants’ satisfaction with the program was still felt highly, but it also contributed to outcomes at deeper levels. Framing the outcomes into levels proposed by Armstrong (1996), five outcome levels were evident in this study: (Level 1) reaction, (Level 2) learning acquisition, (Level 4) work behaviour, (Level 6) organisation change and (Level 7) impacts on organisations performance. In addition to these 5 levels of outcomes, an additional level had been suggested as the program further contributed to tourism destination and community outcomes. This Level 8, tourism industry and community, is an important level since the program aims to contribute to not only individual leadership development, but also the development of the tourism industry in the long term. Through this evidence, it became evident that the program has contributed to individual, workplace, tourism destination and community outcomes, hence concluding that the program is effective and should be continued.

## Chapter 6 Conclusion, contributions, limitations and future research

### 6.1 Introduction

The study's last chapter discusses the key contributions to leadership theory and evaluation of leadership development programs theory and outlines the implications for leadership program designers, evaluators, leadership practitioners in visitor's economy, and the training and development policies of the Victorian Government. This discussion was underpinned by data generated through the mixed methods approach over three research phases: Phase I – qualitative method, Phase II – quantitative method, and Phase III – major qualitative method. This last chapter also includes a discussion of the key limitations related to the methodology and the research findings and offers recommendations for further research.

### 6.2 Conclusions

The aim of this study was to evaluate the effectiveness of a tourism-based leadership development program, and to inform current and future leadership development and training programs. Thus, the objectives encapsulated within this aim were to:

- Objective 1: 'Explore' and 'describe' what is 'effective leadership' within the tourism destination context;
- Objective 2: 'Assess' whether MTLP's content (leadership skills, behaviours and knowledge) fit with the needed leadership;
- Objective 3: 'Evaluate' how the program contributes to learning and fosters the transfer of training to participants' contexts;
- Objective 4: 'Assess' the program outcomes (intended and un-intended) and 'determine' whether the program is contributing to individual, workplace, tourism destination and community outcomes;
- Objective 5: 'Offer' a new conceptual framework to guide development and evaluation of leadership development and training programs.

The previous chapter presented a detailed discussion of the research findings, which were underpinned by the CIPP evaluation model and the key leadership elements, including

leadership styles and approaches, leadership skills, knowledge and capabilities, and leadership behaviours. Thus, the above objectives, which were guided by the study's research questions, were all achieved, and the summary is presented next.

### *Objective 1*

First, the literature review revealed that very little is known about leadership in the tourism field. Not knowing what effective leadership is within the tourism destination context imposes limitations on leadership development initiatives and effective management of tourism destinations. Thus, through the mixed methods and three-phased data collection approach the researcher first explored what type of leadership is needed within the tourism destination context and then explored whether such leadership is being fostered through a tourism-based leadership program initiative, the MTLP program.

This study found that transformational leadership is the most suitable leadership style for the tourism industry in Victoria, and both individual and collective leadership approaches need to be practised in the tourism context to achieve the desired outcomes at business, organisational and network levels.

The assessment of MTLP program uncovered that the program's content is indeed meeting the leadership style needed by Victoria's tourism economy, as it fosters individual and collective leadership approaches. The interview responses showed that MTLP participants currently demonstrate a high level of transformational leadership and have a great collective leadership awareness. However, to better enable the transition from awareness to application of collective leadership, it is recommended that the program designers consider including an industry based project within MTLP to allow the participants to experiment and develop their collective leadership capacity. It was found that some participants have the willingness to engage in industry wide or community based initiatives after the program. However, they require some support in joining others with shared interests. Previously, Grove et. al. (2005) found that while some individuals may initiate a change on their own, others may first need some support, such as an invitation to join a network of current practitioners and community builders.

## *Objective 2*

The conceptualisation of effective leadership within the tourism context as perceived by contemporary tourism leaders (15 tourism leaders and program participants and 6 senior leaders and stakeholders from Victoria's visitor economy) was further analysed to see whether the leadership program's content (taught skills, knowledge and behaviours) were relevant for these leaders. Both, quantitative and qualitative methods were used to explore the individuals' perspectives to understand whether the program had influenced individual and workplace performance. Thus, in this study, relevance refers to the importance of a specific skill, knowledge or behaviour to the actual practice in participants' life and work context. Dierdorff *et al.* (2009) found that a context would generally influence the level of relevance over time. Thus, understanding what program content currently adds to the success of the leadership learning and its transfer, and what learning is further needed to achieve better performance within the tourism industry, would inform current and future leadership program development.

The study's findings uncovered that MTLP indeed has the ability to foster the development of relevant leadership skills, knowledge and behaviours. This was supported with findings that showed positive and significant relationships between 21 of the 22 leadership skills and capabilities on the importance and performance scale. High mean scores were evident for measures of skills and capabilities pertaining to the leadership and tourism specific knowledge. The high mean scores obtained for the transformational leadership behaviours showed that the program participants are able to effectively demonstrate transformational leadership.

However, as the business environment continues to change, new challenges would influence leaders' perspectives on what leadership skills, knowledge and behavioural competencies are relevant at different point in times. Thus, there will be a need to continually learn about what these are and how they can inform effective leadership development. In this study, the results from the third qualitative phase suggested that in addition to the current program embedded skills, knowledge and behaviours, there is a further need to focus on the development of agility, innovation, strategic skills and collaborative skills.



### *Objective 3*

This study also explored and documented how the tourism-based leadership development program contributed to learning and how it enabled the participants to transfer the learning into their contexts, such as their life, workplace, tourism destination and community. The study found that it was the combination of all program design elements that contributed to the overall learning and the ability to transfer the learning. However, the element that stood out the most was the program facilitation. Facilitator's personality, approach to teaching and development of suitable learning environment, and the facilitator's ability to engage the participants in learning and reflective practice are believed to be linked to the numerous outcomes at individual and other deeper levels. When coupled with suitable, relevant and credible content (backed up by empirical findings), the participants seemed to understand the taught theory and concepts, and were further able to internalise it, process it, and apply it in their own contexts during and between the training sessions. During each training session, the participants were exposed to activities and tasks, which encouraged application and practice, and the out-of-class reflective pressure made the participants actively engage in real-life application and experimentation to then un-pack the learning and share this learning with others. It was due to the reflective and social practice that significantly contributed to one's learning and its transfer. Based on the deep insights, it was concluded that MTLTP has been able to engage the program participants in deep learning, which then positively contributed to the transfer of learning in other contexts. Many participants had emphasised that they are still using some of the MTLTP learning today.

### *Objective 4*

This study also explored and documented the various leadership program outcomes, which emerged over two periods of time, a short-term and a long-term. Short-term corresponded to Phase I, and long-term corresponded to Phases II and III. The study found that short term outcomes were predominantly linked with the individual level outcomes. Outcomes that occurred at deeper level, such as the workplace, tourism destination and the community level, took a longer time show through (1 year and up). However, it is not only the time that is needed to determine what impacts the program had on the tourism destination or the participants' community. It became evident that not all program participants would be motivated to contribute to tourism destination or community outcomes, as some participants went into the program for individual or professional reasons only. Nevertheless, taking the learning into a workplace context requires not only a time to convert a specific leadership

skill into a learnt behaviour, but it also requires collegial or managerial support and reflective habits.

Overall, this study's evaluation produced sufficient and relevant evidence to conclude that the tourism-based leadership development program had been effective in contributing to not only individual leadership outcomes, but also outcomes at the workplace, tourism destination and community levels.

### *Objective 5*

The explorative nature of this study resulted in the development of a leadership-based evaluation framework, which now offers a guidance to leadership development, design of leadership training programs, and their evaluations, suitable to the tourism or network field.

As outlined above, the research revealed that the content of today's leadership development programs need to emphasise the development and evaluation of transformational leadership style, individual and collective leadership, and suitable leadership skills and capabilities. The study also revealed that if suitable tools, scales and measures pertaining to these leadership elements are applied, resulting leadership development design and evaluation findings are to effectively contribute to the overall conclusion of whether a leadership development initiative is effective.

## 6.3 Contributions to theory, methodology, practice and policy

Based on the findings and discussions presented in this thesis, the study makes the following contributions:

### 6.3.1 Contribution to theory

The explorative nature of this study contributes to the field of leadership and the leadership program evaluation field. First, the literature review uncovered that research that focuses on leadership in the tourism field is very limited. Unlike in the mainstream and hospitality fields, empirical research focused on leadership styles and leadership approaches in the tourism field are yet to be built. To the researcher's knowledge, this is the first study that had attempted to conceptualise effective leadership in the tourism destination context as perceived by current industry leaders. This research found that business, organisation and tourism destination leaders prefer using transformational leadership style as it contributes to better workplace

outcomes. It was also found that these leaders prefer cooperative and collaborative practices within and across organisations, thus collaborative leadership is more important than the traditional hierarchical leadership approach in achieving better performance.

Despite the preference for collective leadership in the tourism field, it was also found that a single leader is still needed today to communicate a vision and to engage everyone on the journey to achieve the vision in a cooperative and collaborative manner, whether it is a business, organisation or a tourism destination network. The business (Conger & Pearce 2003; Cullen-Lester & Yammarino 2016; Friedrich *et al.* 2016; Friedrich *et al.* 2009; Goksoy 2016; Yammarino *et al.* 2012) and recent tourism literature on distributed leadership (Hristov & Ramkissoon 2016; Pechlaner *et al.* 2014) have conceptualised various collectivistic leadership approaches, where some approaches require a single leader at the top and some do not, as the top leader's role is shared among a group of members. Thus, based on the findings in this research, it is the industry context and the role of stakeholders, the power and relationships between the industry actors, that call for a specific collectivistic leadership approach. Thus, this research expands the knowledge on collectivistic leadership, and sheds a better light on the approach needed in the tourism field. As tourism organisations and destinations rely on cooperation and collaboration between and across industry stakeholders, and as an individual is still expected to take the ultimate responsibility in the organisational context, this expectation translates into a collective leadership approach in tourism destinations.

Second, this study also contributes to the leadership program evaluation field as the evaluation framework developed for this study can now guide the evaluation of other similar studies. Empirical research studies documenting and guiding the evaluation of leadership initiatives in the tourism context are few, and outcomes associated with such initiatives are mostly unreported. As the tourism context is different to other industry contexts, more specific guidance is needed in the tourism field.

In this study, the researcher expanded the traditional CIPP program evaluation model (Stufflebeam 1971; Stufflebeam & Coryn 2014) with specific leadership elements, such as the transformational leadership model, individual and collective leadership approaches, and the key leadership skills and capabilities to assess the extent of leadership development. It was found that the original CIPP evaluation framework only offers a general guidance to

what elements of the program to consider, which from the leadership development perspective was very limited. For example, the CIPP model failed to intuitively guide how to evaluate the leadership specific context, and how to assess the needed leadership styles, approaches, leadership skills, knowledge and behaviours, which form the content of the leadership program. Hence, this study identified the key leadership elements to be considered when evaluating leadership specific programs, while still building on the CIPP evaluation model.

This study therefore makes significant theoretical contributions. First, it had examined the meaning of effective leadership in the tourism context by identifying the needed leadership style, leadership approaches, leadership skills, knowledge and competencies. Second, it tested the leadership needs in relation to today's practicing leaders, and third, expanded the traditional CIPP program evaluation model (Stufflebeam 1971; Stufflebeam & Coryn 2014) to meet the requirements for specific guidance on evaluating leadership development programs.

### 6.3.2 Contribution to methodology

The literature review showed that leadership program evaluation studies in the tourism field have yet to be documented. Other evaluations focused on programs' short term outcomes and tended not to consider the changing context for which such programs have been developed, nor have they considered the training approach used and whether such an approach contributed to a transfer of learning beyond the individual level (Stufflebeam & Coryn 2014). Thus, most evaluations are quantitative in nature with insufficient insights into how leadership programs contribute to one's learning and its transfer to workplace and other contexts. This quantitative and qualitative mixed methods approach thus expands the evaluation field with new evidence showing not only what works and what does not work in a tourism-based leadership program, but also shows how the leadership knowledge, skills and behaviours have developed through the program and how the learning has been transferred to individual, workplace, tourism destination and community contexts.

Overall, based on this study, it can be concluded that, if outcomes beyond the individual level were expected (e.g., workplace, tourism destination and community outcomes), end of year program surveys (represented by Phase one findings) are not a suitable means to reaching

conclusions about whether or not a leadership development program was effective. In this case, this phase only provided an insight into how satisfied the program participants were with the program at the end of it, and what individual achievements have been made over this short period of time (up to 9 months).

The second quantitative phase has been found useful in showcasing what impacts the program contributed to at the individual, workplace, tourism destination and community levels. As this phase had systematically considered the program's evaluation stages (context, content, approach to training and the outcomes) and the various program's parts (leadership style, approaches, skills, knowledge and behaviours), it was possible to assess the extent of learning in all these areas. The only area of limitation was a process evaluation stage where the survey findings could not sufficiently explain how the program's training approach resulted in high level of effectiveness. Consistently, across phase one and two, the surveys' open-ended responses failed to provide such insights.

The third qualitative method used in this research helped to contextualised the findings from phase one and two, and, specifically through the deep interviews, established how the program learning occurred during the process evaluation stage and how the learning was transferred into one's context.

In addition, this study adds to the existing methods used in the leadership program evaluation field by flexibly adapting to the context of the situation within which the program had been placed. Shadowed by Dewey's philosophical view set in pragmatism, the researcher had been able to draw on quantitative and qualitative methods to explore all program evaluation stages and program parts with success. Thus, to comprehensively evaluate an effectiveness of a leadership development program, it is recommended to use the mixed methods approach. Care needs to be taken though if the study's sample size is small.

### 6.3.3 Contribution to practice

The aim of this study was to evaluate the effectiveness of a tourism-based leadership development program, to inform the development of current and future leadership. Thus, the contribution to practice is seen in three different areas: leadership evaluation practice, leadership program development practice, and tourism leadership practice. First, the

conceptual framework that was developed in this study to guide the overall evaluation contributed to a collection of useful and relevant data that helped to answer the core study question of whether the tourism-based leadership program was effective. Knowing that the chosen leadership scales and measures worked well and produced relevant evidence, the expanded 'leadership-based CIPP framework' can be used in other leadership evaluation studies. Thus, it is here where this study contributes to the practical evaluation field.

Second, the derived evaluation framework also has the scope to guide the development of tourism-based leadership development programs. Through the context evaluation, the researcher found that certain leadership style and approaches are needed within the tourism context, thus can underpin the development of new tourism-based leadership programs. In the input evaluation stage, the researcher identified and used a couple of measurement tools, which helped to establish the extent to which the targeted skills, capabilities, knowledge and leadership behaviours were developed. Knowing what measurement tools to use during this stage can speed up the program design stage. During the deep process evaluation stage, the researcher documented how the program participants learned and how they had transferred the new learning into their own contexts. This evidence should inform current and future leadership program developers in careful selection of program facilitators and training approaches when deep rather than shallow learning is required. This research showed that deep learning contributes to transfer of learning to more than one outcome levels. Through the final product evaluation stage, the researcher identified the intended and unintended outcomes and outlined the program's impact in accordance to various levels. This information can inform other practitioners about what to expect when similar leadership programs are designed and developed. Overall, this study can be used as a comparative benchmark to other studies, which focus on the development and evaluation leadership in the tourism field.

Further to this, the study also informs tourism leadership practitioners. To lead effectively, today's tourism leaders need to practice transformational leadership behaviours and apply individual and collective leadership approaches. This study outlined what leadership skills and behaviours one should aim at developing to achieve leadership competence now and the near future.

Building on these research findings, the researcher intends to apply the new knowledge in a controlled environment in the immediate future. More specifically, the researcher will work with Destination Melbourne and help them to advance their existing program evaluation tools with those used in this study. This is to better assess the effectiveness of the program at the end of the program and the long term. While it is important to continually measure the success of a training initiative, it is also important to have another comparative base to see what other improvements are needed. Thus, the researcher intends to evaluate other leadership development programs designed for the tourism context.

#### 6.3.4 Contribution to policy

Globalisation, changing consumer demands and industry competitiveness require that today's Governments support destination management and marketing organisations (DMOs) in the development and facilitation of professional leadership development programs in order to foster more effective and sustainable management practices in tourism destinations. This study found that Melbourne Tourism Leadership Program (MTLP) is effective as it contributes to positive outcomes at four different levels: individual, workplace, tourism destination and community. More specifically, the findings uncovered how the development of individual leadership contributed to the development of collective leadership and how the overall development resulted in outcomes, such as improved individual leadership effectiveness, business and organisation efficiency and effectiveness, improved cross-organisational cooperation and collaboration, development of professional tourism network, and an emergence of new destination experiences. Having the evidence now of how the MTLP program supports the growth of the leadership capacity and the development of collaborative tourism network at the Melbourne and Victorian destinations, it is vital to continue these initiatives to continue growing the destinations in a sustainable and competitive manner.

As most leadership programs are costly, not all suitable candidates would invest in professional development, such as the MTLP. Considering the tourism industry is mostly composed of small businesses, such cost might be a significant barrier to one's upskilling, negatively affecting the productivity level and experiences offered by the industry segments, such as small tourism operators, attraction providers, food and beverage operations, accommodation providers and others. The Victorian Government should, therefore, devote

resources to organisations, such as the Destination Melbourne and other DMOs to support the professional development of current and future leaders and also to support the growing collaborative tourism networks, which will, in turn, support the sustainable development of the visitor economy in tourism destinations.

The MTLP program can be now viewed as a valuable exemplar that showcases effective leadership development practices and outcomes in Victoria's visitor economy. Other Australian and International Governments should invest in the development of similar programs and the development of collaborative networks in cities and regional towns to support the development of their communities and economies.

#### 6.3.5 New knowledge

Based on the review of the leadership literature and the research findings, the recommendations listed below are to be considered by the Destination Melbourne organisation and the MTLP facilitator. Whilst it is recognised that some of these recommendations relate to practices that already exist, information from the program participants and the key stakeholders indicate that such practices are important.

- Continue to focus on the development of individual leadership.
- Consider including a real project to enable the application of collective leadership skills. The aim of this project should be to benefit the visitor's economy or the destination community.
- Introduce an existing tool, such as the Leadership Practices Inventory scale of Kouzes and Posner (2007) to assess the development of transformational leadership. Ideally, this scale should be used to collect data before the program, at the end of the program, and then one year after the program completion.
- Consider re-designing the current end of year survey to better assess the effectiveness of the program. It is vital to collect demographic data, and data relating to the extent of leadership skills development and further leadership skills needs.
- Building on MTLP, create further leadership development opportunities and specifically foster the development of strategic, innovation and collaboration skills and capabilities.



It is important to acknowledge that MTLP is hugely successful and a great exemplar of an effective leadership program that supports not only the development of individual leadership but also the development of collective leadership capacity within Victoria's visitor economy. Whilst the program design is effective, it is important to make continuous updates to the program's content to adapt to the changing needs in the area of leadership skills to keep it at the 'leading edge'. There would appear to be a benefit from taking the program to other states in Australia but it is important that the Destination Melbourne organisation maintains control over the MTLP's identity and reputation.

## 6.4 Limitations and future research

This final part outlines the study's two limitations and offers several recommendations for future research.

### 6.4.1 Limitations

Two key limitations had been identified, providing an opportunity for further research. To begin with, the first limitation relates to the small sample size. During Phase II, the researcher hoped to collect at least 100 survey responses from the population of 182 past MTLP participants. Only 45 surveys were received. This small size affected the way the quantitative data was analysed. Despite the application of small-sample test methods, the researcher was unable to further assess the three leadership skills and capabilities groupings using factor analysis. The researcher was also unable to carry out intended regression tests to predict the five transformational leadership behaviours when compared to the three groupings of leadership skills and competencies. Thus, the results would be more valid and reliable if the sample size was larger. Attention should be given to how past program participants contact details are collected to maximise the survey reach.

A second limitation relates to the participants' self-assessed transformational leadership findings. It is possible that the program participants have rated their leadership capacity higher than would their colleagues or superiors. Other researchers may collect data from participants' colleagues to minimise the self-rating bias. Although the researcher in this study interviewed six stakeholders, interviews with participants' colleagues could further uncover how the program participants changed over a longer period-of-time. Further to this, it was

only possible to assess the practice of the transformational leadership behaviours during Phase II. Ideally, a program evaluation would measure this before the program, at the end of the program and then at some point after the program (1 year and up) (Posner 2009). Thus, the evaluation of pre-, during- and post-program would uncover the extent of leadership development more precisely.

#### 6.4.2 Recommendations for further research

The following recommendations are offered to advance the leadership development and evaluation knowledge pertaining to the tourism field. First, the study's proposed groupings of tourism based leadership skills and capabilities require further assessment. The explorative nature of this research found that the different skills and capabilities are not of equal importance to the program participants. This should be emphasised in the development in a sequential order. For example, individual skills that focus on the development of self are needed before one attempts to develop social or relational skills (Boyatzis 2011; Goleman 2015). Building on these, current leaders need to master workplace specific skills and skills relating to strategic capability. Although this study concurred three groups based on simple correlational tests, it would be worthy of further investigation to conduct regression analysis to test the relationship between and across the various skills and capabilities in these groups.

Second, the relationship between the five transformational leadership behaviours proposed by Kouzes and Posner (2007) and the proposed tourism-based leadership skills and capabilities groupings in this study could be assessed through a regression analysis to identify what leadership behaviours could be further developed by emphasising the most relevant skills.

Third, this explorative research only focused on one tourism-based leadership program. This was due to the presence of a single program operating in the Australian context, targeting aspiring leaders within the visitor economy. As other similar programs are introduced to the Australian marketplace, future evaluations should include these initiatives. Further research may also consider comparing programs between and across other countries.

Fourth, other studies could try to apply the proposed 'leadership-based CIPP evaluation framework' to conduct a cross-case comparison. Learning about what program content and training processes contribute to the various outcome levels in similar studies can further

advance the tourism based leadership development practice. Research that builds on bigger sample and conducts random sampling would greatly contribute to the current empirical findings.

Fifth, it is suggested that leadership program developers and other tourism school curricula build on the study's conceptual framework and the conceptualised form of leadership to foster the development of effective leadership and its evaluation. The literature review and the empirical research component in this study uncovered that transformational leadership, and the ability to apply individual and collective leadership approaches are needed in today's tourism industry to achieve effective outcomes at individual, workplace, tourism destination and community levels. This would enable other researchers to examine how individuals progress in their leadership development over time. Consequently, more effective programs could be developed to target the needs of specific cohorts in the tourism field, such as the students, early industry practitioners, senior leaders and others.

## 6.5 Chapter conclusion

This last chapter outlined how the study's research objectives and questions were addressed. It also discussed the key contributions made by the study to the leadership and evaluation of leadership programs theory, and outlined the implications for leadership designers, evaluators, and leadership practitioners in Victoria's visitor economy, and the Government. Whilst the MTLP program is effective at this point in time, it was recommended to make continuous updates to the program's content to adapt to the changing needs in the area of leadership skills to keep the program at the 'leading edge'. Overall, it was found that the study's proposed conceptual framework can effectively guide an evaluation of leadership and leadership programs.

## Appendices

### Appendix A: Phase II and III - framework and questions map

Dev/Eval. Stage	Description	Question no.	Phase II & III Questions: <i>Interview – participants (I)</i> <i>Interview – stakeholders (ST)</i> <i>Survey – participants (S)</i>
<b>Context:</b> Leadership needs	<b>What leadership skills and capabilities are needed?</b> <ul style="list-style-type: none"> <li>- Context analysis</li> </ul> <b>Leadership competencies inventory</b>  <i>[literature review, survey findings &amp; interview findings]</i>	Q3(I)	<i>Q3(I): It is believed that effective leadership in tourism destinations requires balance between individual and collective leadership. What leadership qualities do you think a leader needs to have today and the near future to be effective in the tourism industry? [individual; collective leadership qualities to be noted]</i>
		Q1(ST)	<i>Q1(ST): It is believed that effective leadership in tourism destinations is needed to foster sustainable development &amp; growth.</i> <ul style="list-style-type: none"> <li>- <i>What leadership qualities do you think a leader needs to have today and the near future to be effective? [min 3 qualities/ traits]</i></li> <li>- <i>What leadership skills do you think are needed to achieve effective workplace outcomes?</i></li> <li>- <i>What leadership skills do you think are needed to achieve effective community or tourism destination outcomes?</i></li> <li>- <i>Do you think today's leaders need to be able to cooperate and collaborate to achieve better outcomes?</i></li> </ul>
		Q9(S)	<b>Important leadership competencies</b> <i>Q9(S): How important are these leadership aspects to your job performance?</i> <ul style="list-style-type: none"> <li>- <i>Leading on-self</i></li> <li>- <i>Leading others</i></li> <li>- <i>EI</i></li> <li>- <i>Balance conflicting demands</i></li> <li>- <i>Projecting leadership values</i></li> </ul>

			<ul style="list-style-type: none"> <li>- <i>Build/maintain relationships</i></li> <li>- <i>Build effective work groups</i></li> <li>- <i>Communication</i></li> <li>- <i>Develop others</i></li> <li>- <i>Leading the org.</i></li> <li>- <i>Management</i></li> <li>- <i>Think and act strategically</i></li> <li>- <i>Think creatively</i></li> <li>- <i>Initiate and implement change</i></li> <li>- <i>Cooperate</i></li> <li>- <i>Collaborate</i></li> <li>- <i>Build collaborative network</i></li> <li>- <i>Motivate others</i></li> <li>- <i>Influence others</i></li> <li>- <i>Foster innovation</i></li> <li>- <i>Make effective decisions</i></li> <li>- <i>Develop agility</i></li> </ul> <p>Follow up development needs  <i>Q15(S): Would you attend follow-up leadership program?</i></p> <p><i>Q11(I): This is a list of skills commonly required in leadership (LR):</i></p> <ul style="list-style-type: none"> <li>- <i>Analytical</i></li> <li>- <i>Strategic</i></li> <li>- <i>Cooperative</i></li> <li>- <i>Collaborative</i></li> <li>- <i>Network development</i></li> <li>- <i>Collective leadership actions</i></li> <li>- <i>Innovation</i></li> <li>- <i>Agility</i></li> </ul> <p><i>*Which 3 skills do you believe are the most important for your current future leadership role?</i></p> <p><i>*Which of the above skills do you feel need to further work on?</i></p> <p><i>Q2(ST): Do you think tourism-based LDPs can enable leadership development and therefore contribute positively to the tourism sector?</i></p>
<b>Inputs:</b> Program design elements	<b>What is the suitable leadership style for the tourism context?</b> Transformational leadership Agile leadership  <b>What are the suitable leadership behaviours? (LPI)</b>		<b>LPI scale</b>  <b>Leadership competencies importance/performance scales:</b> agility, cooperation, collaboration, networking  <i>[application of transformational leadership, leadership behaviours]</i>

	<p><b>What is/ are the suitable leadership approach(s)?</b> individual + collective</p>	<p>Q3(ST)</p>	<p>and leadership approach is measured through the 'LPI scale' and 'importance/performance scales]  <i>Q3(ST): One model of 'transformational leadership' suggests that effective leaders need to demonstrate 5 exemplary leadership behaviours: Model, Inspire, Challenge, Enable and Encourage [introduce each].</i></p> <ul style="list-style-type: none"> <li>- Which of these behaviours do you think should be nurtured through leadership programs?</li> <li>- Which one behaviour do you think will be hard to foster through a leadership program? Why?</li> <li>- In addition to these behaviours, do you think that cooperative and collaborative behaviours need to be also fostered through leadership programs? Why?</li> <li>- How about agility? Is this capability important today in the industry?</li> </ul> <p>Q1(S)</p>
<p><b>Process:</b> Developmental method</p>	<p><b>What elements influence effective leadership development?</b></p> <p><b>Motivation</b> intrinsic + extrinsic</p> <p><b>Developmental process</b></p> <ul style="list-style-type: none"> <li>- Recognition of need</li> <li>- Goals/ objectives</li> <li>- Mental processing</li> <li>- Experimentation</li> <li>- Reflection</li> </ul>	<p>Q3(S)</p> <p>Q2[I]</p> <p>Q4(I)</p>	<p><i>Q3(S): I enrolled into MTLP to:</i></p> <ul style="list-style-type: none"> <li>- Learn about leadership</li> <li>- Professional development</li> <li>- Performance improvement</li> <li>- Promotional reason</li> <li>- Training requirement</li> <li>- Connect with other leaders</li> <li>- Improve self-confidence</li> <li>- Other</li> </ul> <p><i>Q2(I): What motivated you to undertake the MTLP program?</i></p> <p><i>Q4(I): Mastering new skills involves transforming something external to something internal and intimately connected to you. <b>Have you achieved personal transformation through the MTLP?</b></i></p> <ul style="list-style-type: none"> <li>- What are some of the changes you have noticed in yourself as a result of MTLP?</li> <li>- How did this transformation/</li> </ul>

			<p><i>change occur? Tell me about the process you have taken the new skills/ knowledge to the point where you have taken it on as part of yourself?</i></p>
		Q5(I)	<p><i>Q5(I): Looking at the structure of the program, can you comment on how the following variables have enabled you to learn?</i></p> <ul style="list-style-type: none"> <li>- <i>Timing</i></li> <li>- <i>Length</i></li> <li>- <i>Content</i></li> <li>- <i>Opportunity to feel/ experience the content</i></li> <li>- <i>Opportunity to apply the learning into a context (life, work, tourism industry, community)</i></li> <li>- <i>Opportunity to reflect on learning</i></li> </ul>
		Q6(I)	<p><i>Q6(I): Can you comment on how the facilitator enabled your learning?</i></p> <ul style="list-style-type: none"> <li>- <i>Giving information [awareness]</i></li> <li>- <i>Involvement</i></li> <li>- <i>Giving direction</i></li> <li>- <i>Was the facilitation sufficient to enable your individual development (life; work)?</i></li> </ul>
		Q7(I)	<p><i>Q7(I): How did you take/ transfer the MTLP learning into your work context? Step me through the process.</i></p>
		Q4(ST)	<p><i>Q4(ST): What learning advice would you give to someone who has decided to embark on their leadership developmental journey? What could they do personally to learn, and to take the learning into their own contexts (e.g., personal life, workplace, community, industry)</i></p>
		Q2(S)	<p><i>Q2 (S): Please comment on MTLP, then indicate your opinion on each statement.</i></p> <ul style="list-style-type: none"> <li>- <i>The program training approach was effective</i></li> <li>- <i>The program met my expectations</i></li> <li>- <i>The program enhance my personal life</i></li> <li>- <i>The program facilitation enabled me to apply MTLP learning in my work context</i></li> <li>- <i>The program facilitation enabled me to build network</i></li> </ul>
	Effectiveness		

		<p><i>with industry partners</i></p> <ul style="list-style-type: none"> <li>- <i>The program facilitation enabled me to build collaborative behaviour</i></li> </ul> <p><b>Training level</b>  <i>Q13(S): During what career stage do you think one should attend MTLP training?</i></p> <ul style="list-style-type: none"> <li>- <i>Entering adult world (22-28)</i></li> <li>- <i>30s transition (29-33)</i></li> <li>- <i>Settling down 34-39)</i></li> <li>- <i>Mid-life transition 40-45)</i></li> <li>- <i>Entering middle adulthood (46-50)</i></li> <li>- <i>Fifties transition (51-50)</i></li> <li>- <i>Culmination of middle adulthood 56-60)</i></li> </ul> <p><b>Recommending MTLP</b>  <i>Q14(S): I would recommend MTLP to tother tourism industry professionals</i></p>
<b>Outcomes:</b>	<p><b>What outcomes can a tourism-based leadership development program contribute to?</b></p> <ul style="list-style-type: none"> <li>- <b>Individual</b></li> </ul>	<p><b>Q10(S)</b></p> <p><b>Individual Importance/Performance scales</b>  <i>Q10(S): As a result of MTLP, rate how you improved in each leadership aspect:</i></p> <ul style="list-style-type: none"> <li>- <i>Leading on-self</i></li> <li>- <i>Leading others</i></li> <li>- <i>EI</i></li> <li>- <i>Balance conflicting demands</i></li> <li>- <i>Projecting leadership values</i></li> <li>- <i>Build/maintain relationships</i></li> <li>- <i>Build effective work groups</i></li> <li>- <i>Communication</i></li> <li>- <i>Develop others</i></li> <li>- <i>Leading the org.</i></li> <li>- <i>Management</i></li> <li>- <i>Think and act strategically</i></li> <li>- <i>Think creatively</i></li> <li>- <i>Initiate and implement change</i></li> <li>- <i>Cooperate</i></li> <li>- <i>Collaborate</i></li> <li>- <i>Build collaborative network</i></li> <li>- <i>Motivate others</i></li> <li>- <i>Influence others</i></li> <li>- <i>Foster innovation</i></li> <li>- <i>Make effective decisions</i></li> <li>- <i>Develop agility</i></li> </ul> <p><b>Q5(S)</b></p> <p><b>Affect scale</b>  <i>Q5(S): To what degree did your participation in MTLP affect you?</i>  <i>-Job Related scale</i>  <i>*job performance</i>  <i>*career advancement</i></p>



			<p><i>*motivation to move to a higher position</i></p> <p><i>-Leadership scale</i>  <i>*more confident leader</i>  <i>*improved leadership knowledge</i>  <i>*organisational commitment</i>  <i>*raised interest in leadership</i>  <i>*part of network (info/ assistance)</i>  <i>*industry commitment</i>  <i>*other Q6(S)</i></p>
		Q6(S)	
		Q7(S)	<p>Use of MTLP learning scale  <i>Q7(S): I use the information and skills in dealing with</i>  <i>*co-workers</i>  <i>*supervisor</i>  <i>*public</i>  <i>*community</i>  <i>*family</i>  <i>*other Q8</i></p>
	- <b>Business</b>	Q8(S) Q16(S)	<p><i>Q16(S): As a result of your MTLP training, what changes were you able to make in your <b>workplace</b>?</i>  <i>[verbatim]</i></p>
	- <b>Tourism Destination</b>	Q17(S)	<p><i>Q17(S): As a result of your MTLP training, what changes were you able to contribute to <b>tourism industry</b>?</i>  <i>[verbatim]</i></p>
	- <b>Community</b>	Q18(S)	<p><i>Q18(S): As a result of your MTLP training, what changes were you able to contribute to <b>community</b>?</i>  <i>[verbatim]</i></p>
			[Importance/Performance/Behaviour correlation]
		Q8(I)	<p><i>Q8(I): Have you joined any network during or after MTLP? Why?</i></p> <ul style="list-style-type: none"> <li>- <i>If yes, what type of network have you joined? (social; professional)</i></li> <li>- <i>What were you hoping to accomplish by joining the network? [motive]</i></li> <li>- <i>Tell me how this network functions. Is the leadership function shared or is leadership in hands of any individual(s)?</i></li> <li>- <i>Has the network contributed to any tourism or community change?</i></li> </ul>
	- Collaborative behaviour	Q9(I)	<p><i>Q9(I): How did the MTLP program enable the development of collaborative behaviour?</i></p> <ul style="list-style-type: none"> <li>- <i>Have you used your</i></li> </ul>

		<p>Q10(I)</p> <p>Q5(DT)</p>	<p><i>collaborative learning in the context of the network that you are a part of?</i></p> <p><i>Q10(I): What could MTLP do to further facilitate the development of collaborative behaviour?</i></p> <p><i>Q5(ST): It is believed that leadership development program should contribute to individual, business, community and tourism destination outcomes.</i></p> <ul style="list-style-type: none"> <li>- <i>What sort of change (outcomes) should one contribute to in their workplace?</i></li> <li>- <i>Should one also contribute to their community? Why?</i></li> <li>- <i>How about the tourism destination? What change is needed?</i></li> <li>- <i>Are you aware of any changes/ outcomes, which could be attributed to someone who participated in MTLP? Change/ outcome that was born out of someone's motivation to achieve something significant?</i></li> </ul>
<b>About the participants:</b>	<p>Leadership role then</p> <p>Leadership role now</p> <p>Age</p>	<p>Q11(S)</p> <p>Q12(S)</p> <p>Q19(S)</p>	<p><i>Q11(S): What leadership role did you hold when you participated in MTLP? (one only)</i></p> <ul style="list-style-type: none"> <li>- <i>Leading self</i></li> <li>- <i>Leading others</i></li> <li>- <i>Leading managers</i></li> <li>- <i>Leading business function</i></li> <li>- <i>Leading organisation</i></li> </ul> <p><i>Q12(S): What leadership role do you currently hold? (one only)</i></p> <ul style="list-style-type: none"> <li>- <i>Leading self</i></li> <li>- <i>Leading others</i></li> <li>- <i>Leading managers</i></li> <li>- <i>Leading business function</i></li> <li>- <i>Leading organisation</i></li> </ul> <p><i>Q19(S): What is your current age?</i></p> <p><i>18-24</i></p> <p><i>25-34</i></p> <p><i>35-44</i></p> <p><i>25-54</i></p>

	MTLP year		55+
		Q20(S)	<i>Q20(S): When did you undertake your MTLP training?</i>
		Q1(I)	<i>Q1(I): When did you undertake your MTLP training?</i>
	Gender	Q21(S)	<i>Q21(S): Gender Male Female</i>
	Country of birth	Q22(S)	<i>Q22(S): Where were you born? (country) [verbatim]</i>
	Post code	Q23(S)	<i>Q23(S): What is your post code? [verbatim]</i>
	Education	Q24(S)	<i>Q24(S): What level of education have you completed? - High school - TAFE - Associate Degree - Bachelor - Master - PhD</i>
	Income	Q25(S)	<i>Q25(S): What is your current yearly income? - Up to \$60k - 61-100k - 101-140k - 141k plus -</i>
<b>Other comments</b>	Overall other comments	Q26(S)	<i>Q26(S): Please provide additional comments</i>
		Q12(I)	<i>Q12(I): Considering all the things we have talked about, is there anything else that you would like to add to our discussion about the MTLP program?</i>
		Q6(ST)	<i>Q6(ST): Considering all the things we have talked about, is there anything else that you would like to add to our discussion about leadership development?</i>

## Appendix B: Online questionnaire - participants

9/8/2017

Qualtrics Survey Software

### Default Question Block



Hello and Welcome!

I am conducting this on-line survey of MTLP for Destination Melbourne to gain an understanding of the program's effectiveness and the impacts of leadership training on the tourism industry practitioners and the tourism industry.

The survey consists of 4 Parts: Part 1 evaluates your current leadership practices; Part 2 evaluates the MTLP program's elements ; Part 3 looks at the development of your leadership skills and the extent of learning; and Part 4 asks a few demographic questions.

I appreciate your time and thank you in advance for your assistance! The results of this study will be part of your legacy to Destination Melbourne and the tourism industry - it will help shape the tourism leadership for the future.

The survey takes about 15-20 minutes.

Marcela Fang,  
Victoria University  
m: 0488 779 068  
email: [marcela.fang@live.vu.edu.au](mailto:marcela.fang@live.vu.edu.au)

#### Part 1

##### Leadership Behaviours

You are being asked to assess your leadership practices. Below are 30 statements describing various leadership behaviours. Please read each statement carefully, and using the rating scale below, ask yourself: **how frequently do I engage in the behaviour described?**

As you select your response please be realistic about the extent to which you engage in the behaviour. Do not answer in terms of how you would like to behave or in terms of how you think you should behave. Answer in terms of how you typically behave on most days, on most projects, and with most people.

- 1 Almost Never
- 2 Rarely
- 3 Seldom
- 4 Once in a While
- 5 Occasionally
- 6 Sometimes
- 7 Fairly Often
- 8 Usually
- 9 Very Frequently
- 10 Almost Always

	Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
I set a personal example of what I expect of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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9/8/2017

Qualtrics Survey Software

	Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
I talk about future trends that will influence how our work gets done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek out challenging opportunities that test my own skills and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I develop cooperative relationships among the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I praise people for a job well done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I describe a compelling image of what our future could be like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I challenge people to try out new and innovative ways to do their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
I actively listen to diverse points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make it a point to let people know about my confidence in their abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow through on the promises and commitments that I make.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I appeal to others to share an exciting dream of the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I search outside the formal boundaries of my organisation for innovative ways to improve what we do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I treat others with dignity and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make sure that people are creatively rewarded for their contributions to the success of our projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask for feedback on how my actions affect other people's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
I show others how their long-term interests can be realised by enlisting in a common vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask "What can we learn?" when things do not go as expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the decisions that people make on their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I publicly recognise people who exemplify commitment to shared values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I build consensus around a common set of values for running our organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I paint the "big picture" of what we aspire to accomplish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Strongly Disagree Never	Disagree Rarely	Moderately Disagree Seldom	Neutral While	Unsure or Undecided Occasionally	Moderately Agree Sometimes	Agree Often	Strongly Agree Usually	Always Frequently	
I make sure that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I give people a great deal of freedom and choice in deciding how to do their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
I find ways to celebrate accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I am clear about my philosophy of leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I speak with genuine conviction about the higher meaning and purpose of our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I experiment and take risks, even when there is a chance of failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I ensure that people grow in their jobs by learning new skills and developing themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I give the members of the team lots of appreciation and support for their contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Part 2**

Please reflect on MTLP, then indicate your opinion on each statement.

	Strongly Disagree	Moderately Disagree	Unsure or Undecided	Moderately Agree	Strongly Agree
The program training approach was effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program came at an appropriate time in my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program addressed the leadership skills I needed for my job at the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided opportunity for my professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program enhanced my personal life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program facilitation enabled me to apply MTLP learning in my work context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program facilitation enabled me to build network with industry partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program facilitation enabled me to build collaborative behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the importance of each reason I enrolled into MTLP to:	Strongly Disagree	Moderately Disagree	Unsure or Undecided	Moderately Agree	Strongly Agree
Learn more about leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop myself professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve my job performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance my chances for promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a training requirement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect with other leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve my self-confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other: please type in your response...

To what degree did your participation in MTLP affect you?

It affected me to the extent that...

	Strongly Disagree	Moderately Disagree	Unsure or Undecided	Moderately Agree	Strongly Agree
I was better able to perform my job tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My career advanced after completing MTLP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was motivated to move to a higher position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gained more confidence in my leadership abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of leadership increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I became more committed to the future of my organisation or business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in leadership increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gained a network for leadership information and assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I became more committed to the future of our industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other: please type in your response...

	Strongly Disagree	Moderately Disagree	Unsure or Undecided	Somewhat Agree	Strongly Agree

Do you agree that you still use the information and skills you have learned in MTLP in the following areas?

**I use the information and skills in dealing with...**

	Strongly Disagree	Moderately Disagree	Unsure or Undecided	Moderately Agree	Strongly Agree
My co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other: please type in your response...

### Part 3

How IMPORTANT are these leadership aspects to your job performance?

	Very Unimportant	Somewhat Unimportant	Unsure or Undecided	Somewhat Important	Very Important
Leading Oneself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Balance Conflicting Demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projecting Leadership Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Build and Maintain Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very Unimportant	Somewhat Unimportant	Unsure or Undecided	Somewhat Important	Very Important
Ability to Build Effective Work Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Develop Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading the Organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Very Unimportant	Somewhat Unimportant	Unsure or Undecided	Somewhat Important	Very Important
Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Think and Act Strategically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very Unimportant	Somewhat Unimportant	Unsure or Undecided	Somewhat Important	Very Important
Ability to Think Creatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Initiate and Implement Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Cooperate (working together to achieve a common goal, such as project goal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Collaborate (working in partnership with someone to produce something such as new product)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Develop Collaborative Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Motivate Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very Unimportant	Somewhat Unimportant	Unsure or Undecided	Somewhat Important	Very Important
Ability to Influence Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Foster Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Make Effective Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop Agility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a result of MTLP, rate how you IMPROVED in each leadership aspect.

	To No Extent	To a Small Extent	Unsure or Undecided	To a Moderate Extent	To a Great Extent
Leading Oneself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Balance Conflicting Demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projecting Leadership Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Build and Maintain Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	To No Extent	To a Small Extent	Unsure or Undecided	To a Moderate Extent	To a Great Extent
Ability to Build Effective Work Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Develop Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading the Organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Think and Act Strategically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	To No Extent	To a Small Extent	Unsure or Undecided	To a Moderate Extent	To a Great Extent
Ability to Think Creatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Initiate and Implement Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	To No Extent	To a Small Extent	Unsure or Undecided	To a Moderate Extent	To a Great Extent
Ability to Cooperate (working together to achieve a common goal, such as project goal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Collaborate (working in partnership with someone to produce something such as new product)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Develop Collaborative Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Motivate Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	To No Extent	To a Small Extent	Unsure or Undecided	To a Moderate Extent	To a Great Extent
Ability to Influence Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Foster Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Make Effective Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop Agility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What leadership role did you hold when you participated in MTLP? (tick one option only)**

- ☐ Leading self
- ☐ Leading others
- ☐ Leading managers
- ☐ Leading a business function (e.g., marketing, operations, IT, or other)
- ☐ Leading the organisation

**What leadership role do you currently hold? (tick one option only)**

- ☐ Leading self
- ☐ Leading others
- ☐ Leading managers
- ☐ Leading a business function (e.g., marketing, operations, IT, or other)
- ☐ Leading the organisation

#### **Part 4**

**During what career stage (see below the stages) do you think one should attend MTLP training? (tick one option only)**

- ☐ When entering adult world (22-28)
- ☐ Thirties transition (29-33)
- ☐ Settling down (34-39)
- ☐ Mid-life transition (40-45)
- ☐ Entering middle adulthood (46-50)
- ☐ Fifties transition (51-55)
- ☐ Culmination of middle adulthood (56-60)

<https://vuau.qualtrics.com/ControlPanel/Ajax.php?action=GetSurveyPrintPreview>

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I would recommend MTLP to other tourism industry professionals.	Strongly Disagree	Moderately Disagree	Unsure or Undecided	Moderately Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you attend follow-up leadership program?

	Strongly Disagree	Moderately Disagree	Unsure or Undecided	Moderately Agree	Strongly Agree
Would you attend follow-up leadership program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a result of your MTLP training, what changes were you able to make in your workplace (e.g., foster innovation culture, increase employee satisfaction...)

List up to 3 significant outcomes:

Change 1	<input type="text"/>
Change 2	<input type="text"/>
Change 3	<input type="text"/>

As a result of your MTLP training, what changes were you able to contribute to tourism industry? (e.g., through industry partner collaboration new travel experiences were introduced to XYZ destination...)

List up to 3 significant impacts:

Change 1	<input type="text"/>
Change 2	<input type="text"/>
Change 3	<input type="text"/>

As a result of your MTLP training, what changes were you able to contribute to community? (e.g., initiated community engagement in destination planning...)

List up to 3 significant impacts:

Change 1	<input type="text"/>
Change 2	<input type="text"/>
Change 3	<input type="text"/>

What is your current age?

☐ 18-24

- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55+

When did you complete MTLP?

- ☐ 2009
- ☐ 2010
- ☐ 2011
- ☐ 2012
- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016

Gender:

- ☐ Male
- ☐ Female

Where were you born? (country)

What is your post code?

What level of education have you completed?

- ☐ High school
- ☐ TAFE certificate
- ☐ Associate Degree
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Ph.D. or equivalent

What is your current yearly income?

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- ☒ up to \$60k
- ☐ \$61k to \$100k
- ☐ \$101k to \$140k
- ☐ \$141k plus

Please provide additional comments:

Optional!

If you wish to go into a prize draw to win a \$300 voucher to use in any future Destination Melbourne Tourism Excellence programs or events in the next twelve (12) months, please include your name and email address below.

First Name

Surname

Email

## Appendix C: MTLP interview questions - participants

<b>Date:</b>	<b>Interviewee No.:</b>
<b>When did you undertake your MTLP training?</b>	
<b>What motivated you to undertake MTLP program?</b> <i>Literature Notes:</i> <i>Adults learn if they are motivated to learn:</i> <ul style="list-style-type: none"> <li>- To fulfil expectations for oneself or others</li> <li>- To improve one's ability to serve one's community</li> <li>- For professional advancement (Birkenholz, 1999)</li> </ul> <i>Adult learning theory (Knowles 1984) is the pioneer of the principles of andragogy; adults learn experientially and use problem-solving approach to their pursuit of knowledge.</i>	
<b>It is believed that effective leadership in tourism destinations requires balance between individual and collective leadership?</b> [briefly explain individual & collective leadership] <ul style="list-style-type: none"> <li>- What leadership qualities do you think a leader needs to have today and the near future to be effective in the tourism destination? [individual / collective]</li> </ul>	
<b>Mastering new skills involves transforming something external to something internal and intimately connected to you. Have you achieved personal transformation through the MTLP program?</b> <ul style="list-style-type: none"> <li>- What are some of the changes you have noticed in yourself as a result of MTLP?</li> <li>- How did this transformation/ change occur? Tell me about the process you have taken the new skills/ knowledge to the point where you have taken it on as part of yourself.</li> </ul> <i>Literature Notes:</i> <i>Bandura (1986) found that individuals change because the skills needed to be effective in their efforts to bring about change are demonstrated. Individuals can be empowered with the ability to exercise influence in areas of their lives through social experience and modelling.</i> <ul style="list-style-type: none"> <li>- Observation, modelling, cognition, environment</li> </ul> [This is to see the change within the individual/ if an individual transformation occurred]	
<b>Looking at the structure of the program, can you comment on how the following variables have enabled you to learn?</b> <ul style="list-style-type: none"> <li>- Timing: sessions &amp; activities</li> <li>- Length: session &amp; activities</li> <li>- Content: skills &amp; activities</li> <li>- Opportunity to feel/ experience the content</li> <li>- Opportunity to apply the learning into a context (life, work, tourism industry, community)</li> <li>- Opportunity to reflect on learning</li> </ul> [Program design & process]	
<b>Can you comment on how the facilitator enabled your learning?</b> <ul style="list-style-type: none"> <li>- Giving information/ awareness</li> <li>- Involvement</li> <li>- Giving direction</li> <li>- Was the facilitation sufficient to enable your individual development (life &amp; work)?</li> </ul>	

[This is to understand the importance and role of the facilitator in learning & development; program design & process]
<p><b>How did you take/transfer the MTLP learning into your work context? Step me through the process.</b></p> <p><i>Literature Notes:</i>  <i>Observation, modelling, cognition, environment (Bandura 1986)</i></p> <p>[This is to understand the transfer process]</p>
<p><b>Have you joined any network during or after MTLP? (e.g., social, MTLP, community, tourism)? Why?</b></p> <ul style="list-style-type: none"> <li>- If yes, what type of network have you joined? (social, professional)</li> <li>- What were you hoping to accomplish by joining the network? (motive)</li> <li>- Tell me how this network functions. Is the leadership function shared or is leadership in hands of any individual?</li> <li>- Has the network contributed to any tourism or community change?</li> </ul> <p><i>Literature Notes:</i>  <i>Lieb (1991) linked Bandura's (1977) SLT to adult learning theory by explaining that adults are motivated by social relationships and the need for associations and friendships.</i></p>
<p><b>How did the MTLP program enable the development of collaborative behaviour?</b></p> <ul style="list-style-type: none"> <li>- Have you used your collaborative learning in the context of the network that you are a part of?</li> </ul> <p>[This is to understand how this particular learning was transferred into the network context]</p>
<b>What could MTLP do to further facilitate the development of collaborative behaviour?</b>
<p><b>This is a list of skills commonly required in leadership</b> (literature review findings)</p> <ol style="list-style-type: none"> <li>1. Analytical skills – understand the business context</li> <li>2. Strategic capabilities – seeing into the future and knowing what to do</li> <li>3. Cooperation – working effectively with employees</li> <li>4. Collaboration – working effectively with partners and stakeholders</li> <li>5. Network development</li> <li>6. Collective leadership actions</li> <li>7. Innovation</li> <li>8. Agility (way of thinking) – decisiveness (speed) and adaptability</li> </ol> <ul style="list-style-type: none"> <li>- <b>Which 3 skills do you believe are the most important for your current and future leadership role?</b></li> </ul> <p><b>Which of the above skills do you feel you need to further work on?</b>  [Noting the current leadership needs]</p>
<b>Considering all the things we have talked about, is there anything else that you would like to add to our discussion about the MTLP program?</b>

## Appendix D: MTLP interview questions - stakeholders

Date:	Interviewee No.:
1. <b>First, can you please tell me about yourself?</b> [leadership journey/ leadership roles]	
2. <b>Why is DM running MTLP?</b> [goals; objectives]/ <b>Why should DM run MTLP?</b>	
<p>3. It is believed that effective leadership is needed in the tourism industry to foster sustainable development &amp; growth.</p> <ul style="list-style-type: none"> <li>- <b>What individual leadership qualities do you think a leader needs to have today and the near future considering the complex and unpredictable business environment?</b></li> <li>- <b>What leadership skills / competencies do you think are needed to achieve effective workplace outcomes?</b> [individual leadership]</li> <li>- <b>What leadership skills / competencies do you think are needed to achieve effective community or tourism destination outcomes?</b> [collective leadership]</li> <li>- <b>Do you think today's leaders need to be able to cooperate and collaborate to achieve better outcomes?</b> [organisation; destination level]</li> </ul>	
4. <b>Considering that MTLP is designed for tourism and hospitality professionals, from your perspective, what should the program aim to achieve? Why?</b> [individual; business; tourism destination or community]	
<p>5. <b>One model of 'transformational leadership' suggests that effective leaders need to demonstrate 5 exemplary leadership behaviours:</b></p> <ul style="list-style-type: none"> <li>- Model the way</li> <li>- Inspire the vision</li> <li>- Challenge the process</li> <li>- Enable others to act</li> <li>- Encourage the heart [<i>Marcela to introduce each behavioural construct</i>].</li> <li>- <b>Which of the 5 behaviours do you see as being the most important for the current tourism leadership context?</b></li> <li>- <b>Personally, which of these 5 behaviours (if any) would you recommend MTLP to nurture? Why?</b></li> <li>- <b>Do you think that cooperative and collaborative behaviours could be fostered through leadership development programs? Why?</b></li> <li>- <b>How about agility [decisiveness &amp; speed]? How important is this capability important in the tourism industry today?</b></li> </ul>	
<p>7. <b>What learning advice would you give to someone who has decided to embark on their leadership developmental journey?</b></p> <ul style="list-style-type: none"> <li>- What could they do personally to learn, and to take the learning into their own context (e.g., personal life, workplace, community, industry).</li> </ul>	



**8. Some people believe that tourism-based leadership programs should contribute to not only individual outcomes but also business, community and perhaps tourism destination outcomes.**

**What do you think these types of programs should aspire to?**

- What type of outcomes would you like to see being transferred to the workplace?
- What outcomes should be seen at the community level? If any.
- How about the outcomes at the tourism destination level?
- 
- How many DM employees completed the program and have any changes been noticed?

**9. Considering all the things we have talked about, is there anything else that you would like to add to our discussion about leadership development and leadership development programs?**

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