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ON

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Editors



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FOREWORD

The Institute for Sustainable Leadership (ISL) is pleased to issue this record of the papers presented at its 10th International Symposium on Sustainable Leadership, held at the Importanne Resort in Dubrovnik, Croatia, from June 2-5, 2015.

Founded in 2007 as a research centre within Macquarie Graduate School of Management at Macquarie University in Sydney, Australia, the now-independent ISL runs at least one international conference each year. At the conferences, we collaborate with researchers and practitioners from around the world in investigating sustainable practices and their relevance in different cultures and economic sectors.

Our conferences help disseminate research findings that assist business, government and non-profit organisations to achieve high levels of performance and resilience, using evidence-based leadership practices. The papers in this volume represent some of the latest thinking in the field.

The honeybee is our Institute's metaphor for a sustainable enterprise. The photo on the cover of these proceedings shows a honeybee at work, reminding us of sustainable enterprises that build community and collaborate with others, adding value to their own group as well as to the entire eco-chain and the environment.

Based on observations of leading-edge enterprises that have survived many crises over their long existences, 23 practices distinguish sustainable "honeybee"-led enterprises from less sustainable "locust"-led organisations (see Avery & Bergsteiner (2011) Sustainable Leadership: Honeybee and Locust Approaches, Routledge). Both research and practice show that "honeybee" leadership enjoys enhanced outcomes in areas such as brand and reputation, customer satisfaction, financial performance, investor returns and long-term stakeholder value.

Unusually, many of the papers in this issue are presented as structured abstracts rather than as full papers. This year, authors have the opportunity of publishing their papers in a special issue on "Sustainable Leadership and Management" of the Swiss-based journal *Sustainability*. Many of the conference papers will be published in this special issue and so appear as structured abstracts in these proceedings. Click to read more information about the scope, indexing and impact factor (1.077) of this journal.

Selecting quality papers for presentation at the conference from among the many submissions ISL receives each year depends heavily on a special group of volunteers, our reviewers. ISL is becoming known as an organisation where reviewers offer detailed, constructive feedback to authors via a double-blind process before papers are accepted for presentation and publication. Many authors write back asking ISL to thank the reviewers for their helpful feedback. Some invite the reviewers to co-author later versions of their papers!

The Institute for Sustainable Leadership welcomes all those who are interested in creating sustainable enterprises and making the world a better place. Visit our website, follow us on LinkedIn, and participate in our future conferences and other events.

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MANAGEMENT FOR SUSTAINABLE STAFFING IN THE SWEDISH HOME CARE SECTOR

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ABSTRACT

The project studied occupational health and willingness to stay at the job among home care employees in four Swedish municipalities. In one of the municipalities, with both municipal and private home care providers, a more profound survey was done with the main aim to develop the governance follow up-systems, to achieve a good balance between work demands and resources among providers. Questions on occupational health and staff turnover were answered by 473 employees and 253 employees answered the questionnaire in the more profound survey.

The results show that the demands - resources balance affects employee's self-reported health. Self-reported health, patient's care requirements, travelling time between patients and unexpected events during work affects the willingness to stay at the job.

Conclusions: Better demands - resources balance can improve the employee health and the chances that they stay at the job. The compensation system needs to be developed to provide economic incentives to keep adequate staffing and provide better staff training.

Measures are proposed concerning the compensation system and quality monitoring. Concrete suggestions are given on how the municipalities can meet demands for sustainable quality in home care services.

Keywords: home care, occupational health, staffing, quality monitoring.

INTRODUCTION

The need for labor in the home care sector

One of society's biggest challenges is to ensure the health care and the social care for the sick elderly. In Sweden today about 300 000 women and men receive extensive such care in the home. According to SKL, the Swedish Association of Local Authorities and Regions, in 20 years it will be about 450 000 people (SKL, 2013). In 2029 the age group 75-84 years will be nearly 60 percent bigger than today (SKL, 2014).

With an ageing population, the demand for health care and social care will increase. When the needs for such care are large among the "baby boomers" born during the 1940s, around 2020-2030, this will coincide with the baby-boomers from the 1960s beginning to reach retirement age. This means that the costs for the elderly are increasing while the working population is decreasing (SCB, Statistics Sweden, 2009).

Working in the home care sector is today one of the most common professions among women in Sweden and the number of employees needs to be even higher in the future. Approximately 295 000 people work with the elderly and disabled, as municipal employees or employees of a private company. About 90 percent are women (SKL, 2014). A large number of retirements will soon occur in these sectors, which mean that there can be a big staffing problem. Swedish municipalities will need to recruit a large number of people. To achieve this, municipalities, counties and regions need to be, and be perceived as, attractive employers.

As increasing numbers of older people with health problems are cared for in the home, the demands on staff knowledge and skills also increases (Socialstyrelsen, National Board of Health, 2013). At the same time, staff-turnover in the home care sector is relatively high (Kommunal, Akademikerförbundet SSR, 2013). It is important that the staff-turnover does not become so high that it threatens the competence of the employees and the continuity of the services to the elderly.

Management ideas

During the 1980s new ideas about management, control and organization of municipal activities, mainly inspired by the so-called New Public Management Movement, NPM (Hood, 1995) were introduced. According to Holmberg (2003) NPM aims to increase commercialization, competition, privatization, control, clear standards for service execution, emphasis on market mechanisms, responsiveness to customer needs, and decentralization of decisions to lower levels. These management ideas have been described as "command and control" and criticised for being too technical and routinizing and thereby decreasing the employees influence and control (Morgan, 1997). A performance based compensation system is an important part of NPM. In this case it means that the providers get paid only for activities specified by the buyer, the municipality. All home care, irrespective of provider, is funded by the municipality, with tax money.

The municipality is still the major employer in the home care sector, but privatization has grown rapidly and continues to grow. It may be through companies, foundations or cooperatives or the municipality may hire a contractor to run the business.

Municipalities and other employers are obliged to control, monitor, evaluate and improve operations through a quality management system (Socialstyrelsen, National Board of Health, SOSFS, 2011: 9).

Subsequently, the quality is a responsibility for both the municipalities and other home care providers. (Socialstyrelsen, 2011).

Demand - Control

Robert Karasek in the 1970s introduced a model for analyzing work-related stress factors as explanatory variables for cardiovascular disease. His so called demand-control model was then developed along with Töres Theorell and has become the dominant model for analyzing psycho-social working conditions and their effect on health. (Karasek & Theorell, 1990). According to this model, the relationship between perceived demands and perceived control in the work situation determines whether the work leads to negative, in the long term harmful, stress. A high level of external demands in combination with a low level of individual control creates a negative state, which could ultimately lead to mental and / or physical illness.

The quality of the care and attention that users of home care receive is determined ultimately by the staff; Are there enough staff, is the personal continuity good (so the user has time to get to know the individual employees), have the staff adequate skills and enough time for the user and are the relationships between staff and users good?

In a study from 2007 reported every third employee in home care services (n = 968) that they have too much to do (Gustafsson, 2007). In a study from 2008, one out of three (n=53) reported that they had too many users to visit (Målqvist, 2010). In the same study of home care staff in a municipality 93 percent of the respondents at one provider and 64 percent at a second provider reported the work to be both mentally and physically demanding (Målqvist, 2010).

Work-related health

In the statistics of the Swedish Social Insurance Agency the occupational category of health and social care staff includes very many employees and 85 percent of them are women. In the sickness absence statistics of the year 2013 this is the category of women who have most cases of illness. Between 2010 and 2013, these cases increased by 6.7 percent, (Lidwall, 2014). In the Lidwall report the relationship between profession and sick leave is analyzed. One conclusion is that differences in physical and psychosocial work environment are important to explain the large differences in sickness absence between professional groups. Also, the psychosocial work environment factors have become increasingly important over time and many employees in the "welfare service sector", in health care, education and social care, report shortcomings of these factors.

In a recent study only 42 percent of the employees in the home care sector in Sweden believe they will have the physical and mental capacity to stay at the job until retirement age (n = 1004). (Arbetsmiljöverket, Swedish Work Environment Authority, 2014)

The problem we try to address in this presentation is the upcoming labor shortage in the Swedish home care sector and what factors that can influence employees willingness to stay at the job.

METHODS

The project comprises several studies mainly focusing on occupational health and willingness to stay at the job among home care employees in four Swedish municipalities. The surveys were conducted during the period 2001 – 2013. A number of different methods have been used, including questionnaires, interviews, focus groups and document analyses. In one of the municipalities, with both municipal and private home care providers, a more profound survey was done in 2012-2013. The main aim was to develop the governance follow up-systems, to achieve a good balance between work demands and resources among providers. Here we restrict ourselves to reporting only parts of the questionnaire surveys.

Questions on occupational health and staff turnover were answered by in total 615 employees. Municipality one 2001 n=85, Municipality two 2008 n=71, Municipality three 2012 n=399, Municipality four 2013 n=60. In the more profound study 2012-2013 a number of 304 employees also answered questions on work content, work load, demands and resources, and perceived quality of the service provided to the users. The questions were based on earlier studies and on the Demand – Control model (Karasek & Theorell, 1990). The response rates of the questionnaire studies varied between 60% and 84%.

RESULTS

The results below in Figure 1, show that many respondents reported reduced health and reluctance or unwillingness to stay at the job, but there were no correlations between these variables when comparing the four municipalities/measurement occasions.

Figure 1:

	1.Big city municipality	2. Suburban municipality	3. Average city municipality	4. Countryside municipality
	2001 (n=73)	2008 (n=53)	2012 (n=304)	2013 (n=40)
Reduced occupational health	61%	52%	35%	65%
Reluctance or unwillingness to stay at the job	39%	19%	26%	23%

There has to be other factors than health of significance when employees are reluctant or unwilling to stay at the job. In the big city, the results show the highest proportion of employees reporting such reluctance or unwillingness. (municipality 1). This could be explained by more possibilities to get a new job in a city compared to a countryside municipality (municipality 4). Facing the coming demands of more staff in the home care sector, a high proportion of employees with bad health staying at the job, risking a high level of sick-leave, constitute a threat to the quality of delivered services. Another coming threat in the home care sector is a high level of employee turnover. This indicates the importance of making home care work more attractive and the necessity of improving the working conditions (Figure 2).

Figure 2:

Quantitative demands (n=265-288)	Reduced occupational health (n=88-102)	Prevalence proportion ratios (PPR) CI 95%
Visiting too many patients an ordinary week	56%	2,174
		CI (1,581-2,990)
Not visiting too many patients an ordinary week	26%	1
Not enough time helping the patients in their homes	48%	1,782
		CI (1,301-2,441)
Enough time helping the patients in their homes	27%	1
Not enough time for the planned work tasks in the	55%	2,136
patients homes		CI (1,568-2,910)
Enough time for the planned work tasks in the patients homes	26%	1
Not enough time moving between the patients homes without feeling stress	48%	1,971
without reening stress		CI (1,411-2,753)
Enough time moving between the patients homes without feeling stress	24%	1
Not enough time doing the work tasks at the work	50%	2,076
place (outside the patients homes)		CI (1,496-2,880)
Enough time doing the work tasks at the work place	24%	1
Seldom or never time to sit down during working time	43%	3,126
		CI (1,722-5,673)
Often time to sit down	14%	1
Often doing over-time	49%	1,577
		CI (1,161-2,142)
Seldom doing over-time	30%	1

Figure 2 shows high external quantitative demands; the employees reporting too much to do within the scheduled time. This makes the work stressful and indicates that there is some lack of employees. All of the high quantitative demands had a positive correlation with reduced occupational health.

Figure 3:

Qualitative demands (n=280-287)	Reduced occupational health (n=97-103)	Prevalence proportion ratios (PPR) CI 95%
Often have to deal with contradictory demands	58%	2,217 CI (1,642)
Never or seldom have to deal with contradictory demands	26%	1
Often have to deal with unexpected circumstances	43%	1,501 CI (1,091-2,064)
Never or seldom have to deal with unexpected circumstances	29%	1
Often have to make quick and difficult decisions on my own	42%	1,527 CI (1,082-2,155)
Never or seldom have to make quick and difficult decisions on my own	27%	1
My responsibility for the patients feels often too big	42%	-
My responsibility for the patients feels seldom too big	31%	

Figure 3 shows results concerning external qualitative demands; a high proportion of employees report that they have to visit many patients with extensive care needs or special needs. This also makes the work stressful especially if there is a lack of organizational support for those employees. High qualitative demands had a positive correlation with reduced occupational health.

Figure 4 shows that reporting high quantitative and qualitative demands had a positive correlation with reluctance or unwillingness to stay at the job.

Figure 4:

Quantitative and qualitative demands (n=260-282)	Reluctance or unwillingness to stay at the job (n=97-103)	Prevalence proportion ratios (PPR) CI 95%
Visiting too many patients an ordinary week	40%	1,663 CI (1,122-2,465)
Not visiting too many patients an ordinary week	24%	1
Seldom or never time to sit down during working time	32%	2,124 CI (1,188-3,796)
Often time to sit down	15%	1
Not enough time doing the work tasks at the work place (outside the patients homes)	34%	1,566 CI (1,067-2,298)
Enough time doing the work tasks at the work place	22%	1
Often have to deal with contradictory demands	43%	2,121 CI (1,449-3,105)
Never or seldom have to deal with contradictory demands	20%	

DISCUSSION

High care requirements from the patients (patients with extensive or special needs) had in this study a significant positive correlation with employees reporting poor occupational health and reluctance or unwillingness to stay at the job. The municipalities need to ensure that the work load is not perceived as too high among the staff of any provider. Impaired work-related health over time risks leading to increased absenteeism and staff turnover, which in turn reduces the opportunities for high continuity in the services to the patients, and for good quality of the delivered services.

High work load can be managed by adequate staffing and by more time to provide organizational support, primarily to the member of staff who visits many patients with extensive care needs and / or special needs. Therefore extra compensation is needed for such patients. The municipality should follow up that such extra resources are used in the expected manner and that the qualities of delivered services are perceived as high among both users and employees.

The compensation system used today in Swedish home care does not differentiate between providers based on differences in patients' needs. Our results show that the employees had very little time for supervision or further education. The compensation system needs to be developed to give economic incentive for providers to maintain sufficient staffing and provide space for professional development, coaching and teamwork. Providers helping patients with extensive or special needs should have a higher compensation to guarantee good service quality for each and every patient. The municipalities should follow up the use of such extra money. Such a system would also provide conditions for more permanent employment, more full-time jobs and better working hours. This would in turn improve the conditions for personal continuity, the willingness of employees to stay at the job and get the municipalities to be perceived as more attractive employers.

The action proposals put forward in this study concerns the compensation system and the quality monitoring of local providers and can be used as part of the municipalities' general quality system for home care services, both today and in the future. The additional costs that in the short run will follow by the proposed measures can be motivated by lower costs over time, through higher quality of care for the needlest, lower absenteeism, lower staff turnover and lower recruitment costs.

CONCLUSIONS

Upcoming labor shortage in Sweden (and in other European countries) requires municipalities to better ensure good working conditions for staff of the home care providers. For this they need a more developed monitoring of the balance between work demands and resources at the providers, as well as an allocation of more resources to providers helping patients with extensive care needs. This can fit in well with the NPM thinking, if municipalities also ensure that the resources are used in an expected manner; to ensure good staffing, good staff continuity, and good employee competence, which in turn provides conditions for good working conditions, and thus sustainable good home care quality.

Suggestions on concrete actions

The purchasers should in the agreement with the providers include a requirement that they regularly do follow-up surveys among their employees. The surveys should measure the employee's opinions on the service and care deliveries and the quantitative and qualitative demands in their work.

The purchasers also ought to follow up each provider's number of patients with extensive care needs and/or special needs. Providers with many patients with such needs should allocate extra resources for good staffing and good employee competence. The second year follow-up among the employees should show fewer problems with high external quantitative and qualitative demands and hopefully also better delivery quality. The purchasers should investigate if the extra resources are used in the expected manner and, if not, how this can be explained. The purchasers also ought to once a year ask the employees about their willingness to stay at the job for the three years coming.

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ATTITUDINAL AND BEHAVIORAL COMPETENCY OF BUSINESS AND LIBERAL ARTS STUDENTS TOWARDS SUSTAINABLE DEVELOPMENT

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PURPOSE

Because the challenges of implementing sustainable development cannot be overcome until we understand the intrinsic motivations of those that are in the forefront of the sustainability realm, the purpose of this project is to study perceptions of people involved with "green" businesses or environmental organizations, in order to provide a framework for businesses to successfully facilitate real change and implement sustainable development activities.

DESIGN/METHODOLOGY/APPROACH

A mixed research approach of qualitative, based on structured interviews, and quantitative instruments was developed with over 35 interviews already completed. The interviews have been tape-recorded and transcribed for analysis. Categorization of responses to the open-ended question was conducted with the purpose of identifying main types of factors influencing attitudes and correlating with behaviours.

FINDINGS

Preliminary results of the survey conducted on undergraduate students indicated that the responses of business and liberal arts students were significantly different, with a p-value of 0.03. While liberal arts students showed an understanding of human interdependence with nature and its delicate balance, business students seemed to believe that humans were meant to rule over the rest of nature. This result was quite intriguing from the perspective that business students will be defining markets, influencing society, controlling and managing businesses that supposedly, in face of climate change, shall implement sustainable activities. These surprising results led to the focus of my investigation on green businesses, environmental entrepreneurs, the private sector and government employees, in order to better understand their motivation to engage in sustainable activities and to develop a framework to facilitate sustainable activities and avoid developing misconceptions surrounding social and environmental issues.

Keywords: sustainability, development, green business, attitudes, profit, ethics, spirituality.

ACHIEVING HIGH PERFORMANCE IN SMALL FIRMS UNDER ORGANIC LEADERSHIP

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ABSTRACT

Small firms are central to many economies but the contribution of leadership to small business performance is currently poorly understood. Reporting on a study of small Australian firms, this paper investigates the effects of organic or distributed leadership on six measures of firm performance – staff and customer satisfaction, financial outcomes, productivity, and staff and manager tenure. Findings show that organic leadership is associated with higher performance on all measures than the traditionally-high performing visionary leadership paradigm. The paper discusses why the emerging organic paradigm can outperform more traditional paradigms.

Keywords: organic leadership, performance, small business, staff and manager tenure, productivity, staff and customer satisfaction.

INTRODUCTION

Small businesses form a major component of many economies (e.g. Connolly, Norman and West, 2012; Federal Ministry of Economics and Technology, 2013), but research is still lacking into the leadership and management practices generating high performance in this broad sector.

This paper reports on a study of leadership in Australian retail pharmacies, which are small professional service firms. Substantial growth opportunities have been projected for the pharmacy sector based on advances in medicine and the associated ageing population, but the evidence suggests that the sector is underperforming and not capitalising on the foreseen potential growth (Kordamentha, 2011). Among the potential contributors to this underperformance are problems in managing the workforce reported by many small businesses in Australia (Barrett and Meyer, 2010), and predicted increasing competition for workers (Australian Government Productivity Commission, 2005). Thus, examining the management and leadership practices in pharmacies is needed to address this problem.

Does the leadership style prevailing in a pharmacy affect its performance? Meta-analyses show that across numerous studies, leadership affects organizational performance on both financial and non-financial measures (see Judge, Heller and Mount, 2002; Judge and Piccolo, 2004; Keller, 2006; Wang, Courtright and Colbert, 2011). Much of the existing research has been conducted in large organisations, and there is reason to believe that leadership may have different effects in smaller firms (Storey, et al., 1987). Among the many reasons for this are that smaller firms generally embrace simpler and more integrated social systems and flatter structures (Baum, Locke and Kirkpatrick, 1998); leadership processes such as sharing a vision, generating leader-follower trust and engendering a positive organizational climate may impact small businesses, where managers can

influence staff directly, differently (e.g. Wiesner and Innes, 2010). However, it should be noted that some studies have not reported differences between small and large firms on these dimensions (e.g. Jing, Avery and Bergsteiner, 2011, 2014a, 2014b).

Previous leadership research has typically contained some of the following shortcomings. First, researchers have focused mainly on the transformational (visionary) and transactional paradigms following Bass (1985), but excluding the widespread classical leadership paradigm and the emerging paradigm of organic or distributed leadership. This issue was addressed in our study by adopting all four paradigms from Avery's (2004) expanded leadership framework. Methodological problems found in many existing studies were also addressed, including common-method bias (Barling, Loughlin and Kelloway, 2002) and employing only a restricted range of performance measures (e.g. Keller, 2006). In addition to overcoming these problems, this study addressed the question of what effect organic leadership has across six measures of performance in small professional firms, compared with visionary leadership from Avery's framework.

AVERY'S FOUR LEADERSHIP PARADIGMS

Avery's (2004) paradigms vary primarily in the extent to which followers' decisions, actions and behaviour are determined and controlled by others rather than by the followers. She differentiates the classical, transactional, visionary and organic leadership paradigms, as described next.

Classical leadership refers essentially to a superior—subordinate relationship, under which a superior instructs a subordinate what to do, when and how. Studies reveal mainly negative effects on performance of this typically autocratic paradigm (Chan et al., 2013; Chen et al., 2014) that is frequently accompanied by hierarchical and bureaucratic structures. Decisions flow along a chain of command with people at the bottom reporting upwards. Fear tends to dominate the classical paradigm, although in some cases, respect for the leader and a common purpose prevails, as in the military or emergency services. Despite its drawbacks, the classical paradigm can be appropriate when workers are new to a task or have violated an ethical, legal or organizational norm.

Transactional leadership relies on an exchange process in which leaders seek to motivate followers through money or other extrinsic rewards. Oversight and control form part of the transactional paradigm, associating this leadership style with a somewhat hierarchical structure, specified work practices and clearly defined responsibility and accountability lines. Policies and procedures tend to govern what people do in return for specified outcomes, and can be appropriate for controlling risk, for example, in cockpits or pharmaceutical drug production. Findings about the effects of transactional leadership are inconsistent, being reported as effective for enhancing organizational performance in some meta-analyses (e.g. Judge and Piccolo, 2004), but not in others (e.g. Lowe, Kroeck and Sivasubramaniam, 1996). More recent research shows that transactional leadership leads to lower performance outcomes than visionary or organic leadership (Jing et al., 2011, 2014a, 2014b).

Visionary leadership provides high follower autonomy for well-trained followers who share the organization's values and vision. Followers under visionary leadership are less constrained by leaders' instructions, policies and procedures than their classical and transactional counterparts and enjoy considerable freedom in achieving their shared vision. Visionary leadership focuses on outcomes rather than the processes that lead to the outcomes, relies on intrinsic rewards more than on extrinsic rewards, and creates a positive organizational climate. Research confirms that visionary leadership benefits many kinds of performance including financial (Idris and Ali, 2008), staff and customer satisfaction (Emery and Barker, 2007; Chuang et al., 2012 respectively) and employee retention (Tse, Huang and Lam, 2013), although Shuh, Zhang and Tian (2013) report that the visionary paradigm does not guarantee universally positive outcomes.

The focus of this paper, the organic leadership paradigm, is an emerging approach to leadership that is being increasingly adopted in organizations from many sectors including manufacturing (Wikispeed, WL Gore & Associates), game development (Valve) and IT (Atlassian). However, very little is known about this emerging leadership paradigm. Organic leadership enables staff members to enjoy the highest possible degree of autonomy, with decisions made entirely by employees and not by their bosses. Typically, no designated bosses with the power to control others exist; and employees self-commit to executing various tasks and projects leading to shared organizational goals, motivated by high levels of engagement with, and commitment to, those goals. Organic leadership coalesces around the shared values and vision; an enabling culture; and a

consensual approach to project initiation, implementation and evaluation (Raelin, 2003). The organic paradigm supports a positive work environment, thereby encouraging employees to stay. Being a new paradigm, little research has been conducted into whether organic leadership generates higher levels of performance than the other three leader-centred paradigms, but indications are that it does (Jing et al., 2011, 2014a, 2014b).

Leadership measures: The employee-perceived leadership paradigm in the pharmacy constituted the independent variable. The prevailing paradigm was assessed using self-completion questionnaire based on Avery (2004, p. 39), who proposed 13 characteristics to differentiate between the four paradigms. Nine characteristics were incorporated into the questionnaire, but four additional characteristics were omitted for not being relevant to small businesses.

PERFORMANCE MEASURES

Small firm success depends on a combination of operational and management inputs (de Hoogh et al., 2004; Evaschitzky, Wangenheim and Wünderlich, 2012), therefore, multiple performance measures, derived wherever possible directly from the affected stakeholders, were employed as dependent variables. The following six performance measures were employed:

Staff satisfaction has been found to moderately influence job performance according to Judge, Thoresen, Bono and Patton's (2001) meta-analysis. In small retail firms, staff satisfaction has been empirically linked to enhanced performance where managers and followers share a vision (Kantabutra and Avery, 2009), and is associated with both customer satisfaction and financial outcomes (e.g. Evanschitzky, Sharma and Prykop, 2012). Therefore, Kantabutra and Avery's (2006) measures of staff satisfaction were adopted, based on specific criteria of pay, policies and advancement opportunities, as well as employees' stated overall job satisfaction.

Customer satisfaction is an important measure because it predicts performance and shareholder value (Anderson, Fornell and Mazvancheryl, 2004), including in service cultures (Schneider and Bowen, 1985). Customer's overall satisfaction with the pharmacy's service was assessed individually, together with specific aspects of satisfaction, as recommended by Evanschitzky, Iyer and Caemmerer (2008). Kantabutra and Avery's (2006) measures, derived from Hackl, Scharitzer and Zuba (2000), were employed.

Financial performance is difficult to assess directly in small firms for various reasons including owner/manager reluctance to divulge financial information (e.g. Perera and Baker, 2007; Sian and Roberts, 2009). Given findings that indirect measures and self-reports can be reliable (e.g. de Hoogh et al., 2004), managers' reports of relative increases and decreases in net profits, sales turnover and controllable business costs were adopted to assess financial performance.

Productivity was derived from the number of prescriptions typically filled daily, as reported by pharmacy managers. This is an official measure that must be tracked and reported by Australian pharmacies.

Staff tenure and manager tenure were assessed by asking employees and managers respectively their length of tenure (in years) at their pharmacy. Staff retention has been quite widely investigated, showing that leadership style affects staff turnover (e.g. Cowden, Cummings and Profetto-McGrath, 2011; El-Nahas, Abd-El-Salam and Shawky, 2013; Tse, Huang and Lam, 2013), and two meta-analyses reported a negative relationship between staff turnover and firm performance (Hancock et al., 2013; Park and Shaw, 2013). The negative effects of losing staff on firm performance can rise because of the direct (recruitment, advertising) and indirect (loss of knowledge or team productivity) costs associated with losing and replacing employees. But what about the effects of manager turnover, which have rarely been examined in small business research? This study addresses this gap.

HYPOTHESES

Previous research shows that different leadership paradigms affect small business performance differently, with emotion-based paradigms, such as visionary/organic leadership, outperforming the classical and transactional paradigms (Jing et al., 2011, 2014a, 2014b). The focus of this paper is on whether the organic paradigm enhances performance compared with the visionary paradigm. On each of the six performance measures, the organic paradigm was predicted to outperform the visionary paradigm in small firms as expressed in the following hypotheses.

Hypotheses: Compared with visionary leadership, pharmacies characterized by organic leadership exhibit enhanced:

H1a) financial performance

H1b) staff satisfaction

H1c) customer satisfaction

H1d) productivity

H1e) staff retention

H1f) manager retention.

METHOD

580 managers, employees and customers were interviewed individually in 100 retail pharmacies, chosen systematically from the Yellow Pages phone listing in Sydney. 100 managers, 217 staff and 263 customers participated. One manager, up to three members of their staff and three buying customers were interviewed per pharmacy, all participating on a voluntary basis. Separate questionnaires were used for each set of stakeholders; with closed items measured using five-point Likert scales. 100 stores participated (yielding a response rate of 76.3% out of 131 pharmacies approached). Males comprised 48% of the manager sample and 14.3% of the staff. Managers were relatively young (20-29 years (42%); 30-39 (26%); 40+ (32%). Of the employees, two-thirds (66.8%) were aged 20-29 years, and only 13% were over 40 years. Tenure was relatively short: 27% of managers had worked at that pharmacy for less than one year; 53.5% of staff had worked in the pharmacy for 1-2 years.

RESULTS AND ANALYSIS

All hypotheses were supported, after testing as indicated below.

Hypotheses H1a-1c were tested using structural equation modelling (SEM), following five steps using AMOS 18.0 (Holmes-Smith, Coote and Cunningham, 2006) synthesized from Hair, Anderson, Tatham and Black (1998), Kline (1998) and Tabachnick and Fidell (2001). SEM factor loadings or standardized regression weights were above 0.50 on all constructs, sufficient to suggest that these variables reflect the underlying construct trait. Variable reliability of all constructs exceeded 0.70, indicating reasonably good measurement of the leadership paradigms and financial performance, staff satisfaction and customer satisfaction, and providing evidence of convergent validity. Goodness of fit indices also showed that the model fitted the data well, with the p value, CMIN, RMSEA, GFI, TLI and CFI all within acceptable criteria levels (Holmes-Smith et al., 2006).

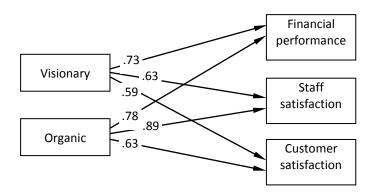
Reliability checks yielded consistent results (Malhotra et al., 2002), with the output of SEM and Confirmatory Factor Analysis showing that all scales satisfied the assumption of unidimensionality, and all Cronbach's alpha (Gerbing and Anderson, 1988) values exceeded 0.60 (Malhotra et al., 2002). All squared multiple correlations (SMCs) were over 0.30 (equivalent to a standardized loading of less than 0.50), indicating good item reliability for the observed variables. Thus, the above results suggest the adequacy of these models permits them to be used further in this analysis.

Hypotheses H1a-1c: Several goodness-of-fit indices assessed the overall fit of the proposed SEM model (Jöreskog and Sörbom 1993): Chi-square goodness-of-fit, goodness-of-fit index (GFI), comparative fit index (CFI), Tucker–Lewis index (TLI), and root-mean-square error of approximation (RMSEA) with confidence intervals. For GFI, CFI, and TLI, values of 0.95 or above indicate a model with acceptable fit (Hu and Bentler, 1999) and for RMSEA, values of 0.05 or less indicate a well-fitting model (Hu and Bentler, 1999). The measurement model fits the present data well: $\chi 2$ (2)=2.413 (p=0.159), GFI=0.95, CFI=0.98, TLI=0.98, and RMSEA=0.038.

Financial performance, staff and customer satisfaction: Figure 1 shows the structural effects model for the leadership paradigms and financial performance, staff satisfaction and customer satisfaction, while Table 1 shows the model fit summary for H1a-H1c. Regression coefficients for the leadership paradigms on each measure were statistically significant (p=0.05). Table 2 shows significant positive relationships between

visionary leadership and financial performance, staff satisfaction and customer satisfaction (p<0.05; C.R.>1.96), and between organic leadership and financial performance, staff satisfaction and customer satisfaction (p<0.05; C.R.>1.96).

Figure 1: Structural model of effects of leadership paradigms on organizational performance



Note: The figures are beta-weights derived from the SEM calculations.

One-way ANOVA shows that organic leadership (\bar{x} =3.35) is associated with significantly higher financial performance than the visionary (\bar{x} =3.16) paradigms ($F_{df=3}$ =42.60). In addition, the organic paradigm (\bar{x} =3.37) yielded significantly higher means for staff satisfaction than the visionary (\bar{x} =3.16) paradigms ($F_{df=4}$ =43.21). Furthermore, the organic paradigm (\bar{x} =3.48) is associated with significantly higher customer satisfaction than visionary (\bar{x} =3.35) leadership ($F_{df=5}$ =81.61). Thus, hypotheses H1a-1c are supported.

Productivity: H1d was tested using one-way ANOVA, which showed that the organic paradigm mean (\bar{x} =268.33) for prescription processing was significantly higher than that for visionary leadership (\bar{x} =229.74) ($F_{df=3}$ =18.64).

Tenure: ANOVA was also used to test H1e-f (relating to staff and manager tenure respectively). Again the mean for staff tenure under the organic (\bar{x} =3.85) paradigm was significantly higher than for visionary leadership (\bar{x} =2.42) ($F_{df=3}$ =67.38). Thus, H1e was supported showing that employees stay longer under organic leadership. Regarding manager tenure, organic leadership yielded a significantly higher mean (\bar{x} =4.17) than visionary (\bar{x} =3.47) and thus H1f was also supported ($F_{df=3}$ =9.13).

Table 1: Model fit summary for H1a-1c

Indices	Model fit summary	Model level of fit	Good level of fit criteria
CMIN	7.375		
DF	2		
Р	0.159	> 0.05	≥ 0.05
GFI	0.947	> 0.90	≥ 0.90
RMSEA	0.038	< 0.10	≤ 0.10
CFI	0.980	> 0.90	≥ 0.90
RFI	0.941	> 0.90	≥ 0.90
TLI	0.979	0.90 <tli<1< td=""><td>0.90≤TLI≤1</td></tli<1<>	0.90≤TLI≤1

Table 2: Regression weight for H1a-1c

			Estimate	SE	CR	р
FINANCE	←	VISIONARY	0.729	0.477	2.261	0.024
FINANCE	\leftarrow	ORGANIC	0.781	0.132	3.110	0.002
STAFF	\leftarrow	VISIONARY	0.627	0.502	1.966	0.049
STAFF	\leftarrow	ORGANIC	0.891	0.139	3.384	0.012
CUSTOMER	\leftarrow	VISIONARY	0.591	0.312	2.022	0.043
CUSTOMER	\leftarrow	ORGANIC	0.634	0.114	2.400	0.016

Notes: The regression weights display unstandardised regression coefficients in the 'Estimate' column; standard errors in the 'S.E.' column; t-value in the 'C.R.' (Critical Ration) column; 'p' values for statistical significance.

DISCUSSION & LIMITATIONS

Confirming all hypotheses shows that the organic leadership paradigm is associated with significantly higher financial performance, customer and staff satisfaction, productivity, and long-term manager and staff tenure compared with the traditionally-high performing visionary paradigm. Why might this be so, given the many similarities of visionary and organic leadership?

The organic paradigm displays characteristics known to enhance performance on staff and customer satisfaction and financial performance. Followers experience higher autonomy under organic leadership. Decision-making is collaborative and consensual, information is shared, problems discussed, thereby allowing for multiple perspectives and skills to be involved in making quality team decisions (Mesmer-Magnus and DeChurch, 2009), as well as enhancing psychological ownership (Bernhard and O'Driscoll, 2011). Organic leadership relies on trusting relationships among members, and shared trust enhances performance (Drescher et al., 2014; Jing et al., 2014b). Organic followers share a common vision, also associated with higher staff and customer satisfaction as well as financial outcomes (Kantabutra and Avery, 2009). Organic employees are likely to identify with the organization, a state that reduces intentions to leave (Kumar and Singh, 2012). High levels of engagement are motivators in organic environments, and engagement is frequently linked to enhanced individual and organizational performance (e.g. Alfes et al., 2013). In turn, satisfied and engaged employees influence customer behaviour positively (Brown and Lam, 2008) and experience considerable well-being, which in turn strengthens emotional commitment and intentions to stay (Brunetto et al., 2014; Tse, Huang and Lam, 2013).

Although this paper provides new insights into the effects of organic leadership on six performance measures in small professional service settings, the research findings should be viewed in the light of some limitations:

- 1. managers' self-reported financial assessments, although analysis revealed no significant method bias;
- 2. participating organizations were based in one large city and extending the findings would enhance the generalizability of the results;
- 3. future researchers could usefully adopt a phenomenological approach to obtain a deeper understanding of the nature of the relationships between leadership and organizational performance;
- 4. given the unique finding of superior performance under organic leadership and the relatively small number of pharmacies adopting this paradigm, this finding should be replicated with a larger sample.

CONCLUSION

This paper compares the effects of visionary and organic leadership paradigms on multiple organizational performance measures in retail pharmacies. Results showed that staff and customer satisfaction, productivity and reported financial outcomes are significantly higher under the organic leadership paradigm. Furthermore, both manager and staff turnover are lower under organic leadership than with visionary leadership. For the first time the effects of the relatively new organic paradigm on small firm performance have been examined, yielding significantly higher outcomes on all six performance measures compared with the visionary paradigm that is traditionally found to yield higher performance than classical and transactional leadership. We attribute

this superiority to characteristics of the organic paradigm, which provides followers with extensive autonomy and purpose.

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THE TWIN-CYCLE EXPERIENTIAL LEARNING MODEL: RECONCEPTUALISING KOLB'S THEORY

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PURPOSE

Experiential learning styles remain popular despite criticisms about their validity and usefulness, as well as their fragmentation, poor definitions, inadequate categorization and failure to align with empirical findings. We heed the many criticisms levelled at Kolb's (1984) experiential learning theory (ELT) and later variants, and attempt to resolve them by adopting two learning cycles in a model based on a clear taxonomy of learning variables that integrates a fragmented field lacking solid theoretical and empirical foundations.

DESIGN/METHODOLOGY/APPROACH

After examining four prominent models, this theoretical paper proposes a twin-cycle experiential learning model to overcome identified problems and integrate the experiential learning field. The model is tested using learnings made when choosing an MBA program.

FINDINGS

In the dual-cycle model, an initial response to a learning stimulus or intent occurs at the intersection of a concrete/active/primary learning cycle and an abstract/passive/secondary cycle. The model accommodates four classes of variables that describe six broad learning activity types (engage in, write about, observe, hear/see, read, hear), the three senses these activities predominantly engage (kinaesthetic, visual, aural), six learning modes (concrete, active, primary, abstract, passive, secondary) and four learning stages. Importantly, instead of assigning learning modes to stages of learning as Kolb does, the model assigns them to the two cycles as a whole.

PRACTICAL IMPLICATIONS

This model provides a basis for educators to design initiatives for adult learners that overcome the problems inherent in Kolb's ELT.

ORIGINALITY/VALUE

This offers an original development in adult learning.

Keywords: learning theory, learning model, experiential learning, learning styles, Kolb.

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This paper has already been published, and was the journal's most read paper in 2014: Bergsteiner, H. & Avery, G.C. 2014. The Twin-Cycle Experiential Learning Model: Reconceptualising Kolb's theory. *Studies in Continuing Education*. 36(3), 257-274.

FUNDAMENTALLY REINVENTING THE STOCK EXCHANGE

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PURPOSE

The purpose of this proposal is to address a fatal flaw in the equity markets. In effect, there is a fundamental mismatch between the objectives/needs of the Stock Exchanges (SEs) on the one hand (high-velocity, high-volume trading), and investors and investees on the other (long-term non-perilous investments). For companies to be able to think and act long-term, they need access to long-term money. Current SEs do not, can not and will not provide this. The proposal therefore is to form a consortium of powerful market players with the political and financial capacity to craft a new equity vehicle and establish a new kind of 'stock exchange' to address this mismatch.

CURRENT SITUATION POSES MASSIVE PROBLEMS

- 1. Stock exchanges essentially are no longer a vehicle for the provision of long-term investment capital but a casino for traders, speculators and market manipulators.
- 2. Privately owned companies shun the perilous equity of financial markets, banks and private equity partnerships, even if this means lower growth.
- 3. Certain organisations with large amounts of money to invest are finding it challenging to find suitable companies to invest in.
- 4. The market's requirement for quarterly reporting and an obsession with short-term stock price performance and high-frequency/high-volume trading encourages the wrong kind of corporate risk-taking and results in non-cooperative if not adversarial relationships between investors and investees, thus harming ultimate investors' returns.

OPPORTUNITIES

- 1. There is a huge pent-up demand for non-perilous equity and huge growth-potential for Global Sustainable Investments (GSI), one of whose characteristics is long-term thinking and behaving.
- 2. GSI assets are a growing market estimated by the *Global Sustainable Investment Review* at US\$ 13.6 trillion as of December 2011, around two-thirds of which is located in Europe.
- 3. Research shows that sustainable companies with a focus on the long term are more profitable, create more shareholder value, enjoy better brand and reputation, have more satisfied customers, add value to their stakeholders, and their share prices are less volatile.

PROPOSAL: A RADICAL NEW LONG-TERM EQUITY INVESTMENT VEHICLE THAT MEETS MARKET NEEDS

The markets need non-perilous long-term investment capital! This requires the creation of a new class of stock that can only be traded at certain defined intervals (perhaps 10 years or more). This would require setting up a new stock exchange since existing exchanges are unlikely to be interested in this kind of equity – after all, they make their money from high-volume/high-velocity trading. In this context, non-perilous equity is defined as equity that is: (a) at arm's length, in other words, the equity "partner" does not get involved in strategic decisions or in the day-to-day running of the enterprise, and (b) tied to the long term, that is, the participating scrip can only be sold on at defined intervals and on the same terms.

BASIC QUESTIONS & ANSWERS

Question 1: Are there enterprises that have a need for or that would value non-perilous equity?

- 1. Firms with potentially perilous debt on their balance sheet
- 2. Firms who need to or want to grow but who eschew traditional forms of equity or debt.
- 3. Firms with unsustainably low equity ratio.

Question 2: Is there a historic precedent for this kind of investor behaviour?

- 1. All family-held companies.
- 2. Warren Buffett's "never sell" basket of stock.

Question 3: In what way can the markets be positively influenced?

- 1. The enterprise benefits because it has access to non-perilous equity.
- 2. The market benefits through a shift from short-term volatile stocks to stable long-term stocks.
- 3. The new long-term stock exchange benefits because it can provide its service at substantially lower costs than existing SEs, which offers an opportunity for higher profit margins.
- 4. Over the long term, there will be a general shift to long-term scrips, which means the market will regulate things for the better.

Question 4: Who might provide such forms of equity?

- 1. Sovereign wealth funds
- 2. Pension funds
- 3. Mutual funds
- 4. Large (re)insurers
- 5. Banks with direct investments
- 6. Large private foundations
- 7. Municipal and state governments
- 8. Funds that are members of the UN-PRII
- 9. The Euro-area alone saves around Euro 300 billion every year that needs to be invested

Question 5: Apart from securing desired equity, are there other benefits for investees?

- 1. Investors become partners
- 2. Quarterly reporting not required
- 3. Better information for equity recipients and for existing and prospective investors
- 4. Lower transaction costs
- 5. Better protection of proprietary knowhow and business model
- 6. More responsible and effective management
- 7. More security for long-term plans
- 8. More rational and ethical 'investor' behaviour
- 9. Improvement in corporate and national performance

Question 6: Did the recommendations of the Aspen Institute go far enough?

No. We need a "Much Bigger Idea".

Question 7: What effect will Long-Term Stock Exchanges have in the event of another financial crisis?

The markets will be more stable.

GOING FORWARD

Step I. Establish a powerful Consortium, that is, a "guiding coalition" with the political and financial capacity to help put the project together.

Step II. Establish three suitably staffed and self-funded Project Groups (PG):

PG1 – *the investees*. Consists of CEOs and business owners of leading corporations and specifies the conditions that a financial investment vehicle would need to satisfy in order to find wide acceptance by enterprises that currently shun the capital markets.

PG2 – *the investors*. Consists of fund managers or other influential persons with deep knowledge of the sector (possibly recommended by the Global Sustainability Investment Alliance) to design suitable equity vehicles based on PG1's design brief.

PG3 – *the SE.* Investigates initiates and supports the establishment of a new long-term stock exchange by identifying and soliciting potential investors for the new SE.

Keywords: stock exchanges, sustainable stock exchanges, long-term equity vehicle.

HOW SUSTAINABLE IS TOURISM IN DUBROVNIK?

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PURPOSE OF RESEARCH

To alert promoters and planners of Dubrovnik as a major tourism destination to the economic and social ramifications of:

- 1. an overdependence on tourism,
- 2. far-reaching changes to the local community,
- 3. changes to the site's cultural heritage.

Anyone visiting Dubrovnik cannot fail but be impressed with the transformation process from the 1992 wardamaged and traumatised Dubrovnik to the Dubrovnik of today. The progress achieved is palpable in all respects that touch the tourist – the restored buildings, the clean environment, the fine shopping and dining, the transportation system, and much more. Having said this, there is a darker side to tourism, which tourists typically do not see, but which has profound implications for the sustainability of the local community.

METHODOLOGY/APPROACH

Literature research. The kind of quandary referred to above is the focus of the Global Sustainable Tourism Council (GSTC), a mostly volunteer organisation set up under the auspices of the United Nations. The GSTC provides guidelines for: sustainable destination management, maximising social and economic benefits for the host community, protecting cultural heritage and the environment, and minimising negative impacts. This paper examines the findings in the light of these guidelines.

FINDINGS

According to Racusin (2012) and others, Dubrovnik's single-minded commitment to tourism is posing economic, social and cultural challenges that put it in conflict with several of the GSTC guidelines. Dubrovnik's authorities appear to be in denial about this, but would be well advised to recognise these problems, familiarise themselves with the GSTC guidelines, and perhaps consult with other cities that had to cope with similar challenges.

LIMITATIONS OF STUDY

Given the site-specific nature of this study and the fact that Dubrovnik only emerged as a major international tourist destination fairly recently, there is little academic English-language literature to draw on. Nonetheless, given that the 10th International Symposium on Sustainable Leadership is taking place in Dubrovnik, and that Dubrovnik is a UNESCO world heritage city, it seemed opportune and appropriate to examine this issue.

Keywords: Dubrovnik, tourism, sustainability.

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UNDERSTANDING THE DYNAMIC ROLE OF LEADERSHIP IN CONFLICT REGIONS: COOPERATIVE ACTION, COURAGE AND SHARED SACRIFICE

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PURPOSE

The purpose of this research is to demonstrate how leaders and followers aided one another in sacrificing for the common good, choosing freedom over tyranny and conformity. This research explores a more thorough understanding of collective action where an individual's instinct is to work collectively to overcome conflict.

DESIGN/METHODOLOGY/APPROACH

The "Courageous Followership" and "Dignity" models were used as foundations, providing a micro-social lens to aid in a more thorough understanding of how leaders and followers become strong enough to counteract oppression. A grounded theory approach was selected as an appropriate methodology to gather data on participant experiences.

FINDINGS

The findings of research conducted in Northern Ireland and Libya showed activists focused on overcoming injustice. It was this shared injustice that contributed to a shared goal of resistance. Activists believed they served a cause and were loyal to that cause; therefore, activists took on a fluid role and shifted in and out of leader and followership roles.

RESEARCH LIMITATIONS/IMPLICATIONS

This research implicates the need to garner a better understanding of the qualities and characteristics that are necessary to fight injustice and oppression which allow for a more sustainable approach toward conflict resolution. To establish model validity and address sample size limitations expanded data collection is ongoing in Northern Ireland and Libya. Future expansion of research includes the exploration of other conflict regions.

ORIGINALITY/VALUE

The results of the data collected in Libya and Northern Ireland detailed the multifaceted nature of the dynamic relationships which emerged around a shared common purpose. A model resulted that is applicable to conflict zones around the world to help countries in midst of conflict understand how to move on from violence towards a more sustainable shared governance approach.

Keywords: collaboration, self-dignity, shared power approach, dynamic relationship.

Presented as a poster session.

MINDFUL CONSUMERS LEADING SUSTAINABLE BUSINESS PRACTICES

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PURPOSE

The purpose of this paper is to explore what it means for urban-based consumers to make sustainable purchase decisions. Sustainable consumption is often positioned as being synonymous with anti-consumption. This paper argues that instead of rejecting consumption or living in austerity, many sustainable consumers are demonstrating mindful consumption practices.

DESIGN/METHODOLOGY/APPROACH

A multi-modal research methodology was utilised that included photo-elicitation, participant journals, observations and in-depth interviews. Findings are based on 34 interviews with consumers attempting to live sustainably in New Zealand.

FINDINGS

Results show that sustainable consumers are mindful of the effect of their consumption decisions on themselves, while equally considering the external impacts on their community and the environment. As a result they are highly involved in all their consumption decisions but instead of being anti-consumption these consumers actively exhibit possession love. They love the things they own and elevate profane objects to be meaningful and sacred.

RESEARCH LIMITATIONS/IMPLICATIONS

Results are limited to urban-based consumers in New Zealand and would benefit from study in other regions.

PRACTICAL IMPLICATIONS

Most businesses are not meeting the needs of these consumers. Subsequently, they are leading business by demanding more collaborative and transparent practices of provenance, manufacturing, principled employment etc., while seeking ethical consumption choices that enable them to engage in conscious and creative consumption.

SOCIAL IMPLICATIONS

Participants perceived their position as one of leadership in their communities, with a focus on demonstrating and inspiring behaviour change. They are part of a growing subculture of people who reflect an emerging early-adopter stage of the environmental movement.

ORIGINALITY/VALUE

This study provides insight into the motives of urban-based consumers who are attempting to live sustainably. It provides evidence of a subculture distinctly different in their behaviour, lifestyle or identity from previous studies conducted on environmentalists and sustainable communities.

Keywords: sustainable lifestyles, mindful consumption, subculture, identity, behaviour change, possession love.

THE NEW THEORY: SUSTAINABLE AGRICULTURE IN THAILAND

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PURPOSE

The purpose of this study is to describe the "New Theory" introduced by His Majesty King Bhumibol of Thailand and investigate how it is practiced in the agricultural sector. The paper describes the New Theory, how it is different from the conventional way of farming, and its benefits. The study also presents the challenges of expanding the theory on a wider scale.

DESIGN/METHODOLOGY/APPROACH

Primary data were collected using the qualitative research method of in-depth interviews with seven farmers. The secondary data were gathered using participant observations, reference to documentation, and television documentary programs.

FINDINGS

The New Theory is practised at three levels focusing on the effective management of farmland to optimise its use. Level One introduces a specific way of dividing the farmland into 30:30:30:10 proportions. This level is particularly relevant for individual benefits. Level Two and Three are for collective benefits at the community and national levels. The findings show that applying the New Theory leads to better outcomes in the material, societal, cultural and environmental domains.

RESEARCH LIMITATIONS/IMPLICATIONS

The small number of respondents: future research could be conducted with more respondents and with different stakeholders to gain different perspectives.

PRACTICAL IMPLICATIONS

The study helps to disseminate the New Theory to the farmers who are seeking another kind of sustainable agriculture to replace conventional agricultural practices.

SOCIAL IMPLICATIONS

The results shows the New Theory can lead to food security, sustainability, and self-reliance. Consequently, this can influence farmers and the general public to have a more positive attitude towards pursuing an occupation in the agricultural sector.

ORIGINALITY/VALUE

The method of calculating the proportion of farmland is a new approach. Additionally, as the New Theory is well-known in Thailand, but little known internationally, the paper serves to increase the audience.

Keywords: New Theory, farmland management, mono-crop, crop diversification, sustainable agriculture, Thailand.

COOPERATION NEEDED INDEED? OPINIONS OF SCHOOL LEADERS

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PURPOSE

The purpose of this research is to demonstrate how school principals in Poland perceive their competencies in the area of cooperation. The results of this research enable the exploration of whether principals believe those competencies are important, and if they possess them.

DESIGN/METHODOLOGY/APPROACH

The quantitative and qualitative approaches were taken in two stages of the research in order to answer two research questions:

1/ to what extent do school principals share the conviction that their personal skills in supporting cooperation in the educational context are important for school functioning?

2/ to what extent do school principals believe they personally have developed these skills?

In the first stage of the research (quantitative), principals answered the questionnaire (CAWI) focusing on the importance and possession of selected competencies. During the second stage of the research (qualitative) the in-depth interviews (IDI) were conducted with 200 respondents selected randomly from among the participants of the first stage.

FINDINGS

General findings indicate that: principals believe that "everything is important". The importance of competences was assessed higher than the level of acquisition of it in every case (although principals were still claiming that they have all these competencies). Principals are aware of the meaning of cooperation, however their enthusiasm seems a little bit superficial. It might be a result of their uncertainty or even fear of public scrutiny.

RESEARCH LIMITATIONS/IMPLICATIONS

Cooperation requires the social competences that should be observed and described not only through respondents' self-assessment.

ORIGINALITY/VALUE

Cooperation is crucial in an educational context. Schools are treated as institutions responsible for preparing young people to be self-regulated and responsible human beings, able to cooperate for the sake of their own development. Head teachers as school leaders initiate and organize these processes. The understanding of the meaning of cooperation and competencies in using and developing them are crucial for designing and leading schools efficiently in preparing students for a diverse world where cooperation is necessary.

Keywords: cooperation, educational leadership, competences, headteachers, research.

HOW IS SUSTAINABLE LEADERSHIP DEVELOPED? INSIGHTS FROM A 3-YEAR RESEARCH PROJECT – LD2020 THAILAND

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ABSTRACT

Theories of Sustainable Leadership are essential for the resilience of our planet, society and our socioeconomic lifestyle. Enabling people to learn and practice the behaviors associated with these theories is critical to their adoption and long-term influence. Sustainable Leadership does not reside in the behavior of an individual but from all the individual behaviors that are continuously interacting within an organization. Sustainable Leadership is an emergent property of organizations characterized by equity, trust, a future orientation and continuous learning.

This paper discusses the insights about learning and adopting Sustainable Leadership practices gained from the 3-year research project (2012-2014), Leadership 2020. In particular the focus is on Phase 3 of the research where the weaknesses that were earlier identified in Thai organizational leadership and the strategic pathways to address these deficiencies were tested in many organizational settings. Results from Phase 1 and 2 were presented to ISL Symposiums in 2012 and 2013 respectively.

The paper links the research's insights to scholarly works by Piaget, Gardner, Kolb, Scharmer, Churchman and Midgley, in so much as these researchers have evolved the personal perspectives of 'I can' and 'I will' to the interconnectivity of people's endeavors to attain enduring outcomes through learning and changing their behavior.

To illustrate the paper's conclusions, we present examples from Thai engagements with the systemic thinking principles underpinning the research.

Keywords: sustainable leadership, systemic thinking, experiential learning, leadership development.

OVERVIEW OF THE LEADERSHIP 2020 PROJECT

Thailand is engaged in changes on many fronts, the Reforming of Government Systems, entry into the ASEAN Economic Community and participant multiple global challenges emerging in the early years of the 21st century. Each one of these situations calls for leadership of outstanding quality.

Leadership of organizations in the 21st century cannot be a carry-on as usual from the 20th century since so many of the fundamental dynamics that shape and sustain organizations have changed. Sustainable Leadership, which is aligned here with Systemic Leadership – leadership practices based on principles that reflect full engagement with the dynamic elements of complex systems as they evolve, is dependent on the collaboration of many stakeholders within an organization. The Leadership 2020 Project seeks to identify gaps in Thailand's leadership capabilities; create pathways of development to fill the capability gaps; and build assessment tools that will enable organizations to examine the state of Sustainable Leadership in their enterprise and plan for actions to improve. The research has been conducted in three phases using research methods based on the Principles of Systemic Thinking and Practice¹.

¹ The Systemic Principles referred to have been developed by Bruce McKenzie and Jane Lorand of Future Insight Maps and can be found at www.futureinsightmaps.com

Phase 1 - Leadership Gap Identification

The research question was "What are the leadership capabilities Thais will have to significantly improve over the next 10 to 20 years?" and "Why these?" The exploration of Thais' collective intelligence produced the findings, which showed 6 significant gaps that were critical to Thailand's future. Further, it was concluded failure to develop greater capabilities in these 6 areas would retard the development and performance of Thai organizations in the near to medium future. The gaps are:

- Leading to build resilience through uncertainty and ambiguity
- Leading with flexibility to improvise and innovate
- Leading conversations across generational boundaries
- Leading to restore and sustain trust in leaders and their institutions
- · Leading into the future through continuous learning
- Leading simultaneously in both short and long term frameworks.

Phase 2 – Pathways to mitigate gaps

Through collecting the knowledge of hundreds of Thais in response to the research question, "What should Thais be doing to demonstrate greater capability in each of the 6 gaps?" 12 Strategic Pathways were created. Each Pathway was formulated through those who identified an activity posting the activity onto a matrix. One axis of the matrix was Time, categorized as (now/soon/later), the other axis was Resources, categorized as (Have resources/have some resources/need resources). The matrix known as a 3 Horizon Grid, enabled the relationship between the activities and the progressive development of a leadership pathway to emerge.

The research question directed attention to leaders at all levels of business and government, and to expectations of those being led if Thai leadership was to serve the nation's businesses and governments in competitive and volatile environments of the future. The focuses of the Pathways are:

- Risk mitigation leadership
- Engaging uncertainty leadership
- Future oriented leadership
- Generating innovation leadership
- Engaging new challenges leadership
- Open and inclusive communication leadership
- Inclusive participation leadership
- Respecting knowledge sharing leadership
- Building trust leadership
- Organizational learning leadership
- Continuous learning leadership
- Accommodating short-long term outcomes leadership

The Pathways were the focus of papers presented at various conferences in 2014² and have been validated at both scholar and practitioner symposia across various disciplines and industries.

Phase 3 – Tools to initiate capability enhancement

This final phase of the research moved the project into the sphere of a more specific and granular question, 'how to implement change to current leadership behaviors to overcome the gaps in sustainable leadership capability identified earlier in the research?' From the multitude of suggestions, during Phase 2, on how Thais could close the capability gaps it was evident that participants did have knowledge and experience of various elements of Sustainable Leadership as described by Avery and Bergsteiner (2011) in their Honeybee Model. However, it was also evident that few had woven some of these elements into a more holistic understanding of Sustainable Leadership or that they had grasped the notion that leadership in an organization extends beyond a narrow band of senior managers. The researchers were faced with the challenge that while there was considerable endorsement by Government and commercial interests of the findings from Phase 1 and Phase 2 indicating a desire for change, most of the tools and programs being promoted for leadership development, reinforced and perpetuated the status quo: the continuance of the gaps and the narrow scope of participants.

To enable various businesses and government agencies to determine how to prioritize their efforts to develop leaders and organization staff, it became apparent that additional tools were needed. Specifically tools that provided an organization with more detailed information, in real time, from its own staff, to help it audit its current state of leadership and to base planning on. To achieve this purpose we developed Discovery Tools and Probes. These research aids were designed using Systemic Principles that integrate a number of highly researched and applied concepts including assimilation, whole of system awareness, "presencing" and transparent output for qualitative and replicable evaluation.

LITERATURE DISCUSSION

The theoretical premise underlying the research method is that leadership is a learned phenomenon and that a systemic approach is best suited to achieving learning in a complex area like leadership. That the learning process requires individuals and organizations to be aware of more sustainable alternatives to their current leadership practices; to experience the alternatives; to engage in reflection and conversation to explore and assess an experienced alternative; and to plan and execute their own unique adaptation of the more effective alternative.

The development of the theoretical positioning of the research method has been influenced by a large number of scholars over a significant timeframe. Each of the scholars in at least part of their work focused on learning and what people required to be a successful learner, especially when new ways of thinking and doing were associated with their learning challenge. The following few paragraphs trace, at least in part, the progressive development of the theoretical premise from the 1960s to 2014.

In the 1960s cognitive psychologist Jean Piaget (1985) in searching for an answer to his own question, 'how does the mind work and how does this shape learning?' argued that people couldn't undertake certain cognitive tasks (such as learning) until they are psychologically mature enough to do so. Learning or specifically for Piaget, behavioral change, required competence and maturity to go beyond just accommodating what others did, to assimilating the multiple factors associated with the learning challenge and formulate a new improved behavior.

Howard Gardner (2006), a student of Piaget and author of *Changing Minds* extended and refined Piaget's insights in proposing that culture and context influence the way in which a person engages in assimilation activities. That is, in the research situation, the context of leadership behavior and the culture of Thai organizations need to be incorporated in any strategy to improve the capacity of Thais in the identified gaps in their leadership capabilities. Gardner's perspective is also consistent with the way in which social theorist Jurgen Habermas (1987) and philosopher Thomas Kuhn (1970) integrated Piaget's findings into their own work.

Kolb and Fry (1975) continued the conceptual development through the Experiential Learning Model (ELM), which incorporates the concept of assimilation into mainstream management practices. Their ELM emphasized

² See Proceedings of the 2014 Institute for Sustainable Leadership Symposium, Salzburg.

four steps in consolidating learning for change – concrete experiences; reflection on experience; building new concepts to adapt the experience for personal use; and testing the new concepts in practice. These stages they argued were the basis for a continuous spiral of learning. In this argument they introduced the concept of learning as a continuous process, a core factor in the study's research design.

More recently Otto Scharmer (2004) and his colleagues approached the issue as learning across organizations. They used the Theory U, which proposed the path to change as – co-initiating with others a common intent to change; seek out places where change is occurring; let go of what you are currently doing through building a shared will with others to change; co-create a new way of doing; and evolve this new way through exploring, acting and assessing its viability. Scharmer is building on the work of the earlier scholars by introducing the idea of a collective dynamic that can enhance the learning of leadership behaviors in an organizational setting.

Systems thinking philosopher, Wes Churchman (1968) and systemic interventionist Gerald Midgley (2013) have contributed ideas to the systemic design of our research method. We took one of Churchman's propositions (interpreted into our Sustainable Leadership context) – you can only design improvement in your leadership capabilities system if you understand the whole system. That is, attending to just one capability without appreciating how it related to the whole is not sustainable. Hence we needed to engage those seeking to change, in any one capability to gain awareness of as much of the whole leadership process as possible. Midgley extends this Churchman proposition in arguing the need in systemic programs to build in processes that will allow the designer to evaluate the value of the systemic techniques with a view to their continual improvement. As this paper describes, our research methods are built on transparency that ensures the input of each participant is available without any 'facilitator gatekeeping' to other participants and their organizations. Continual improvement is at the core of this research project.

SYSTEMIC DESIGN PRINCIPLES FOR THE DISCOVERY TOOLS

Phase 3 of the research program built upon the twelve strategic pathways that were created by participants' input in Phase 2. A short version Discovery Tool was created to enable an organization to audit its 'current leadership state' in one of the 12 Leadership Pathways and a long-version to assist organizations to target leadership development programs to achieve rapid improvement. In addition, two wholistic leadership probes were created that integrated the insights of all Pathways for use by CEO and those with national leadership responsibilities.

The Leadership Probes and the more comprehensive Discovery Tools reflect a set of common systemic principles that are essential to understand the paradigm shift for a systemic approach to researching and implementing leadership development.

From the literature cited above and of numerous other scholars plus the experience of working with hundreds of fellow travellers we have used the following principles to design all the Discovery Tools and their cumulative evaluation. The principles include:

- Transparency: all findings are available to all participants, engaging everyone in the sense-making and evaluation as well as the sweeping-in of ideas.
- Diversity: participants holding a wide diversity of perspectives and mobility of thinking are essential to support a "rich picture" to generate insights and emergent opportunities
- Candor protected by anonymity: safe sharing and shifting the focus to what "each contributes" instead of "who said what."
- Issues from the periphery/boundary of the systems facilitate the greatest learning of the participants about the organization and its potential.
- Coherence: each pathway, and each gap need to be considered in conjunction with all of the others to work toward coherence in design of interventions.
- Sustaining energy for significant organizational change requires the engagement of broad and
 diverse participation in the "thinking behind the decision-making". "Ownership" of the new
 gestures of leaders/supporters in the organization is best based on "hands on" and "eyes wide
 open" approaches to leadership.
- Iterations of the pulsing of "sweeping-In" and "making-sense" support the understanding and awareness within an organization of the value of collective knowledge.

DESIGN PROCESS

In each Discovery Tool an open-ended question, about whether each activity in a strategic pathway was occurring in an organization, was developed. The questions were arranged in three categories:

- (1) the skills staff needed to participate in the leadership activities;
- (2) the opportunities for staff interactions to create options for organizational improved performance behaviors; and
- (3) senior management behaviors in response, to the outputs from staff interactions.

For all questions two ten-point scales were created. One scale gave respondents a way of assessing, from their perspective, how well the organization enabled staff to engage in the nominated activity. The second scale gave respondents the opportunity to assess to what extent staff engaged in doing the nominated activity. Examples of one pathway's Discovery Tool (short-version) and one pathway from the CEO Probe are shown in Exhibit 1 and 2 below:

Exhibit 1

Pathway 1 Risk Mitigating Leadership

- 1. Staff are proactive in sharing risk information about uncertain situation.
- 2. Risks in each area are shared with other departments.
- 3. All recommendations of new initiatives are accompanied by "Risk" statement.
- 4. Staff are trained in skills required for identifying future risk.
- 5. All strategic plans are reviewed by people who have different expertise and experience to the strategic planner.
- 6. Information from diversified external sources is assembled to identify uncertainties.
- 7. There are clear processes for reporting and managing impacts on business performance.
- 8. Risk issues are considered the most important to be communicated throughout the organization.
- 9. All staffs are sensitive to a specific risk that may impact the business.

Leading with flexibility to improvise and innovate

Generating Innovation Leadership

Innovation is the life-blood of every 21st century enterprise. Enhancing organizational capability through initially identifying the value of innovative activities to the organization; articulating this value proposition throughout the organization to stimulate exploration across and between agencies (internal & external) to create a flow of innovative ideas; and providing a process that nurtures develops and assesses all innovative ideas is an essential CEO lead program. The continual search for innovation needs to be supported by organizational protocols, incentives and investment to facilitate engagement by everyone.

CEO/Leader Responsibility	As a leader I have	As a leader I
	enabled resources	have promoted
(Consider each of the statements below and rate yourself out of 10)	to be directed to	training and
	achieve this	support for staff
	outcome.	to engage.
Staff are trained and supported to "think outside the box" about the business and as a		
result are providing a constant flow of new ideas for business improvement.		
Innovative ideas are explored, challenged and matured through a rigorous development		
process		
The organisation uses its ideas generation and innovation developments as the basis for		
ensuring continuous openness to change and an attitude to learn its way into the future.		

The leadership that really counts is the leadership that keeps a company changing in an incremental, continuous fashion. It's constantly focusing on the outside, on what's going on in the marketplace, what's changing there, noticing what competitors are doing. (Gerstner, L McKinsey Quarterly, September 2014)

All versions have been tested in the field and interpretive reports written for those participating and their organizations. The following section discusses the outcomes from these field tests; the field-testing of the CEO version was not completed at the time of writing this paper.

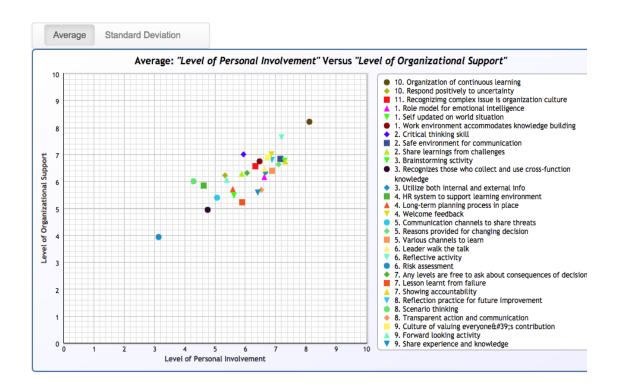
IMPLEMENTATION AND DISCUSSION

The Discovery Tool was implemented in various organizations and in various versions during 2014. The continual improvement approach being used for the Discovery Tools meant that after each implementation its performance and value to the client was evaluated. Based on the evaluation modifications were made to the tool before its next application.

What follows are three Case Stories of implementations. Each Case Story focuses on a different version of the Discovery Tool. The first concerns a rapidly growing industrial enterprise where three leadership gaps were explored using the short version of the Discovery Tool. The second Case Story tells what happened when all the Discovery Tools in the longer version were used to explore the leadership gaps in one organization. The third Case Story relates the experience of using the National Leadership version with a group of leaders drawn from several national agencies.

Case A concerns a rapidly growing industrial manufacturing company, which has been family owned and managed since its inception. The company operates on three different sites with different members of the family in charge. The senior management team is aware of many opportunities coming through the establishment of the Asean Economic Community to their company and expects further rapid growth over the next five years. The intention of the owners is to move to listing the company on the Stock Exchange in the coming months. The owners however are concerned about the depth and strength of the Company's leadership, especially in the areas of flexibility to improvise and innovate, communication across generational boundaries and simultaneously working to accommodate short and long-term outcomes.

The Company invited 160 of its employees from across the three sites and with a wide range of job descriptions to participate in the Discovery Tool exploration exercise. Each participant responded to 10 questions in each of the three areas. Two responses were captured in a pencil and paper format. On each question a participant scored a number between one and ten (10 being high) on two separate scales that indicated their experience and knowledge of the issue addressed. All results were aggregated and the averages and standard deviations were calculated. The results were then plotted on a grid where each axis was one of the assessing criteria. An example of the grid is shown below.



The collated responses captured on the scatterplot reveal that while there is a strong perception that continuous learning through reflective activities about the global situations are occurring in the organization the application of this learning is not perceived as assisting risk assessment, or promoting forward planning. The responses imply that there is no organization behind the continuous learning and little sharing especially across functions. This is manifesting itself in a concern that innovation activities are failing to tap into industrywide changes.

The results have enabled the company to target their leadership development to improve the design and use of cross-functional knowledge sharing, greater involvement and support for employees at all levels to assess the longer-term consequences of both their current work and the changing environments that they learn about.

Useful feedback to the Tool design that was received from participants focused on the clarity of the questions/statements in the different sections, specifically:

Participants indicated they could understand the questions from the first read. However, some felt that the broad scoring made selecting a number quite challenging.

A few of the participants reported that questions starting with "Leaders" causes confusion whether they answer about the frequency of the leaders' behavior or the behaviors of all employees as a whole in the activity; in addition some believed that such questions make it more difficult for participants to relate the activity to themselves because they don't define themselves as a leader.

Suggestions were also made about the wording of the responding criteria that they could also be written as "How often do you see individual employees doing this behavior?" for Engagement and "How much support does the organization give to ensure this behavior happens?" for Enablement.

Attention was immediately given to the feedback and the Tool modified for the subsequent implementations.

Case B is a story of a medium sized family owned consulting business. The company is focused on larger corporations, larger Thai family enterprises, and National Government Departments - offering services associated with personnel management, organizational development and strategic planning. The company employs about 100 people in both consultant and support roles. The company has grown relatively quickly with the result many of the internal management processes instigated at its founding are being severely tested. The senior management team is aware of the stresses and has tried various structural reorganizations to stimulate the development of a better internal leadership culture. However, the most senior executives are aware that more is required and that the responsibilities of leadership need to become a part of every employee's behavior. The company decided to use the Discovery Tool (Longer Version) for all 6 'National Gaps in Leadership' with the goal of auditing current staff/organizational capabilities and engagement. Further, the company's intention is to build a leadership development program on the results.

Almost 60% of the staff participated in answering the 30 questions associated with two or more of the 6 Leadership Capabilities. The scatterplots that were created from each of the 6 Discovery Tools were extremely rich and detailed. Like most datasets there was much to learn by holding all the data together and identifying the emergent patterns to gain a holistic perspective of the organizational leadership capability.

The primary emergent pattern was surprising to the company leaders, in all leadership capabilities the consistently poor performance scores were attached to internal dynamics associated with communication, sharing, debating, listening and innovating. While the performance scores relating to personal skills to participate in such activities rated higher as did the follow-up by senior management on initiatives generated across the organization.

In a follow-up interview senior executives acknowledged that very few initiatives in any area of the business or its processes came from dynamic exchanges between staff. All agreed that the place to start leadership development was not with more personal skills but with the way the organization enabled its employees the space and time to interact about the complex issues being encountered. From the specific analysis of the participants' responses the dynamic exchanges required to address this inadequacy are being designed to give immediate return to the organization for its investment in using the Discovery Tool.

Two examples of the specific results from Discovery Tools show how the company's development of leadership learning experiences can be more effectively targeted:

Risk Mitigation – staff had a high level of awareness of risk issues but few engaged in risk planning activities or were aware of the company's risk management strategies.

Innovation – staff regularly display open mindedness when sharing ideas about internal issues, but conversations about externally practiced initiatives in the industry were rarely conducted. Learning from failure occurs only rarely, there is generally an aversion to change.

Case B is a positive example of the value of soliciting the wisdom of the collective and how it can lead to ways to make an immediate impact on organizational performance.

Case C concerns the outcomes from a Symposium of National Thought Leaders considering the significance of the Leadership 2020 Research Project findings for developing the Thai National Leadership into the 21st century. A Discovery Tool was constructed along the same lines as the CEO Probe, which has the aim of assisting participants become personally more aware of how their leadership meets the levels established by the research. In the National Leadership Probe the assembled Thought Leaders were asked to assess the leadership activities from their personal daily interaction with national issues in Government, Business and Community arenas.

Across all the activities questioned in the Probe, the consistent perception of respondents shows that 'leadership training' within agencies to achieve higher performance in Sustainable Leadership behaviors scores lower than their observation about the amount of resources that are being directed to encourage these same behaviors. The question, "is the country getting good value out of resources spent to enhance leadership?" needs to be asked. Without the personnel with skills to deliver the behavior no amount of resource allocation for leadership activities will achieve the desired outcomes.

On a more specific note two behaviors at either end of the scatterplot stood out. The highest assessment was given to the behavior of using popular channels of communication to share the challenges facing Thailand as widely as possible and promote understanding of consequential national priorities. On the other hand the lowest assessment on both scales of people training and resource allocation is against the preparation of 'contingency' plans for unexpected events. This outcome is a graphic indication of how important it is to examine the relationship between leadership activities and not just the outcome of one activity. It would appear that the widespread talk about challenges is focused on what we know, while preparing for what we don't know is largely ignored. This finding reinforces an insight gained in Phase 1 that a gap in Thai leadership is in the areas of managing 'Uncertainty and Ambiguity'.

The essential value of the Discovery Tool no matter where it is applied in Thai society is twofold:

- Its capacity to raise awareness of the quality of leadership being expressed and experienced within organizations.
- The identification of specific areas where experiential learning activities can be initiated to make an immediate improvement of leadership performance.

Capturing the multiple perspectives and observations of the 'crowd' to reflect on desired leadership activities was used in each Case Story to understand how to improve leadership, where to focus leadership development resources and expose the inadequacy of having high performance in single activities without being aware of the consequences for the whole. It is noted that the relative relationship between question responses is more important than the raw score due to Thai cultural habits.

CONCLUSION

The three phases of the Thailand Leadership 2020 Research Project over three years has created a means for Thai organizations to gain greater knowledge and understanding of their leadership capability. Exploring the organization's capability has been shaped around the findings that there are 6 Capabilities that can be termed clear Gaps in the National Leadership profile. Further, the activities that are specifically examined are those that Thai leaders and followers have identified as necessary if the 6 Gaps are to be overcome and greater agency resilience achieved in the coming years.

A number of government and business groups are planning to use the Discovery Tools and the wider finding of the research in 2015. The project researchers will continue to monitor, evaluate and amend the Tools as required to meet the changing challenges facing Thailand as it enters the Asean Economic Community and a new era of governance. The high level of business and government participation in the research indicates many Thai leaders are committed to improving Sustainable Leadership.

The researchers also plan to extend the study to other Asean countries during 2015 to test the relevance of the findings across Asean and build similar Discovery Tools for these countries.

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 - The central idea of this book is that the development of science is driven, in normal periods of science, by adherence to what Kuhn called a 'paradigm'. The functions of a paradigm are to supply puzzles for scientists to solve and to provide the tools for their solution. A crisis in science arises when confidence is lost in the ability of the paradigm to solve particularly worrying puzzles called 'anomalies'. Crisis is followed by a scientific revolution if a rival supersedes the existing paradigm.
- Kolb, D.A. & Fry, R. (1975). Towards an applied theory of experiential learning in Cooper, C. (ed) *Theories of group Process*, John Wiley, London.
 Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences. "Learning, he argues, is the process whereby knowledge is created through the transformation of experience"
- Senge, P. Scharmar, C. O. Javorski, J. Flowers, B. S. (2004). *Presence: An Explanation of Profound Change in People, Organization and Society*. SoL Publishing, Boston.

 The reader is given an intimate look at the development of a new theory about change and learning. In wide-ranging conversations held over a year and a half, Senge, Scharmer, Jaworski and Flowers explore their own experiences and those of one hundred and fifty scientists and social and business entrepreneurs in an effort to explain how profound collective change occurs.
- Churchman, W. (1968). Challenge to Reason. McGraw Hill, New York.

 Churchman advocates a "systems approach" or a "systems theory", embracing not only the task of developing a model of a management problem but also its underlying premises, demonstrating the proposed actions its conclusions made possible, and gauging the true impact on humankind of decisions forthcoming from the model. He argues the value of building a holistic view of any problem.
- Midgley, G. (2013). http://www.shiftn.com/news/detail/interview with Gerald outlining his worldview. "I'm basically interested in intervention. The key question for me is: how can you intervene more systemically? Systems approaches make the assumption that things are interconnected. That's the fundamental starting point. However, we don't have the privilege of a God's eye view of that interconnectedness, so there are inevitable limits to understanding, and it is those limits that we call boundaries. So systemic intervention, for me, at a fundamental level, is how to explore those boundaries, and how to take account of the inevitable lack of comprehensiveness and begin to deal with that. This has led to something that a number of us (Werner Ulrich and myself, for example) have called the theory of boundary critique. And by this I mean being critical of boundary judgments, rethinking them in dialogue with others. Boundary critique, for me, is also connected with the need for theoretical and methodological pluralism, drawing upon mixed methods, and evolving methodology on an ongoing basis".

PREPARING SCHOOL LEADERS FOR EFFECTIVE SCHOOL MANAGEMENT

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ABSTRACT

Education Bureaus in many countries have been trying to develop a model of good practice leadership development programmes for preparing school leaders. Thus, the more we know the challenges that the beginning principals encounter, the better the programme can be developed for the purpose of enhancing their sustainable leadership capacities. This article aims to introduce a model of best practice of the structured support leadership development programme in Hong Kong aiming at preparing and equipping beginner principals with leadership skills and capacities derived from international empirical based evidence and ongoing process of evaluation of the programme. The article outlines a report of a qualitative study on new-inpost principals' perceptions of a good training programme that can cater for their development needs. Taking into consideration their suggestions and the underpinning literature, the investigator had designed and delivered the programme for equipping the principals with sustainable leadership. The findings from the interviews demonstrate that the new principals expected the programme could link more with everyday school contexts, involve substantially more experienced principals as mentors and develop networks among fellow beginner principals. They also expected to be equipped with the skills of resources management and knowledge of legal matters regarding school management.

Keywords: leadership development, sustainable leadership capacities, school management, beginning principals.

INTRODUCTION

The impact of education reforms, the changing of students' diverse needs and the expectation of teachers, parents and the community all contribute to the complexity of the job of principalship (Walker and Carr-Stewart, 2006). Since the principalship is becoming an ever more demanding role, beginner principals have to endure pressures in performing their duties. Thus, school organizations find it difficult to recruit school principals with appropriate knowledge, skills and experience (Cowie and Crawford, 2007; Mentz, Webber, van der Walt, 2010). The aim of this article is to present the views of a group of beginner principals on the adequacy of the professional development programme after their first year appointment. The findings of the study would not only contribute to the design of the professional development programme for beginner principals but also interrogate the existing literature regarding the preparation of novice principals, especially about the alignment of preparation with their professional development needs after their first appointment.

SUSTAINABLE PRINCIPAL LEADERSHIP PREPARATION AND DEVELOPMENT IN HONG KONG

In Hong Kong, in order to keep abreast with the demands of fast changing environments brought about by educational reforms, the educational system is poised for change in supporting school improvement (Advisory Committee on School-Based Management, 2000). In the years prior to 2000, training programmes for aspirants, beginner and serving principals were organized on an ad hoc basis by school organizations or the Education Department (ED) at that time (Walker, 2004). In 1999, the ED set up a Task Group to explore the possibility of providing training and development for school leaders. Since 2002, the policy regarding delivery of the training programs for principals has been set up in Hong Kong for consultation. Stipulated in the consultation paper on 'Continuous Professional Development for School Excellence' (Education Department, 2002), there are different types of continuous professional development for aspiring principals (APs), beginner principals and serving principals. A certificate for principalship (CFP) is then introduced to ensure APs to meet definite leadership requirements before assuming the role of principalship with effect from 2004. After the consultation period, the Government formally announced the policy that all APs are required to attain the CFP from 2004 and onwards. The CFP process comprises three parts:

- (1) a needs analysis aiming at enabling APs to understand and reflect on their own strengths and areas for further development;
- (2) a designated course which is composed of not less than 72 course hours and covers six core areas of sustainable leadership together with a designated action research; and
- (3) presentation of a portfolio which is a formative account containing the aspirant's reflective journals and a personal belief and value statement on the meaning of principalship and attachment showing evidence of participating in the needs assessment analysis (Education Department, 2002).

CHALLENGES FACED BY BEGINNER PRINCIPALS

Many studies have attempted to measure the perceptions of beginner principals about the problems and challenges they face and the adequacy of preparation for leadership (e.g. Bush 2011; Notman and Henry, 2011; Shoho and Barnett, 2010). For example, beginner principals indicated that they were least prepared in the aspect relating to the educational system and provisions that they found greatest challenging (Wildy et al. 2010). One of the research reports of the International Study of Principal Preparation depicted that beginner principals from Canada and South Africa did not place value on knowledge about the organizational aspects of school management but they attached more value to the role and relationships with their mentors (Mentz, Webber, and van der Walt, 2010). Varied challenges were faced by beginner principals in different cultural backgrounds. For example, principals in African schools have to contend with families unable to pay for school fees, parental illiteracy and insufficient equipment and facilities (Bush and Oduro, 2006) whereas principals in some Asian countries have to help raise funds for the school organization (Walker and Qian, 2006). Findings of a study revealed that beginner principals in public secondary schools face challenges in the management of students, teachers, finances, support-staff and those that arise from parental involvement in school activities. These challenges included indiscipline, failure to pay school levies, threats, dropout, staff incompetency and budgeting, among others (Atieno and Simatwa, 2012).

SUSTAINABLE LEADERSHIP CAPACITIES REQUIRED OF SCHOOL PRINCIPALS

Evidence collected by Salfi (2011) revealed that successful school leaders nurtured colleagues to lead, distributed leadership responsibilities throughout the school, developed a common and shared school vision, promoted a culture of collaboration, support and trust, involved various stakeholders in the process of decision making, developed the professional development mechanism for teachers and involved parents and community in the process of school improvement. These are the necessary sustainable leadership elements that create enduring values for all stakeholders of the school including teaching professionals, parents and members of the community (Avery and Bergsteiner, 2010). In recent years, there have been quite a number of new major initiatives in the secondary school sector in Hong Kong. These include, for example, the new senior secondary curriculum, the fine-tuning of medium of instruction, temporary decline in Secondary one student proportion, parent involvement, professional development for teachers and principals, and legal matters regarding school education. The EDB of Hong Kong has taken into account the local context and the experience of other places regarding leadership development so ultimately they have come up with the decision that beginning principals are required to be prepared in four leadership domains including strategic leadership; instructional leadership; organizational leadership; and community leadership that cover six core areas of leadership capacities namely 'strategic direction and policy environment'; 'learning, teaching and curriculum'; 'teacher professional growth and development'; 'staff and resources management'; 'quality assurance and accountability'; and 'external communication and connection to the outside world' (Education Department, 2002; Ng, 2013). Making reference to findings from the study of leadership preparation programmes in some countries can help draw a number of interrelated features that give context to the existing study of the needs of the beginning principals in Hong Kong.

RESEARCH METHOD

The intention of this study was to build on existing research of novice principals to capture the reality related to the job and to uncover their anticipated career development needs. As these principals may be overwhelmed with the amount of pressure at the first appointment, there is a need for the professional development programme providers to design preparation programmes catering for their needs and resolving problems and

challenges they are facing. Given the intention to modify the structured programme, the following two research questions are to be addressed in this study:

- 1. What are the novice principals' views on their role as a principal in school?
- 2. What are the learning items they expect to be included in the leadership development programme and the rationale behind them?

There were 48 beginning principals attending the structured programme. All of them had already taken up principalship for one year and attended the induction course run by the EDB. They were then going to attend the structured programme during the second year of their principalship. This study adopted a qualitative research approach where the investigators conducted individual in-depth interviews with 14 purposively selected participants for individual in-depth interviews in accordance with the following two principles:

- (1) proportionate distribution with regard to gender and
- (2) coming from different sectors of school sponsoring bodies (SSBs) that were authorized by the Government to manage their schools.

Unlike the practice of other countries, 90% of the secondary and primary schools in Hong Kong are managed by SSBs such as religious groups, and philanthropic agencies, etc. and only 5% is run by the Government. Like government schools, these schools are almost fully funded by the government but the power of management is delegated to SSBs. They are called 'subsidized schools'. Another 5% are direct-subsidy scheme (DSS) schools. The Government has introduced the scheme to subsidize private schools in terms of number of student enrolments that have attained sufficient education standards and let parents have a wider choice for their children's education since 1991. The selected respondents included eight male and six female principals. Ten of them came from subsidized schools, two from DSS schools and two from government schools. To ensure confidentiality, the investigator assigned pseudonyms for their names that we referenced in the article (e.g. BP1, BP2, BP3..... BP14). The interpretive methodological approach for collecting and analyzing data was employed to capture the participants' points of view (Radnor, 2001). This interpretive paradigm emphasizes naturalistic methods of inquiry within which the study was conducted. According to Lincoln and Guba (1985, 37), naturalistic inquiry is appropriate for handling data "where there are multiple constructed realities that can only be studied holistically". In this study, being a human instrument, the investigator had to respond effectively to the phenomenon, and be capable of recognizing, sorting, distinguishing and interpreting the subtleties of meaning which emerged (Radnor 2001). An aide-memoire (Burgess, 1985) was used to focus the interviews on the major research issues. The interviews were tape-recorded and the transcribed data were analyzed using open and axial coding methods (Strauss and Corbin, 1998).

FINDINGS: INTERPRETIVE ANALYSIS OF DATA COLLECTED FROM SEMI-STRUCTURED INTERVIEWS

The interpretive analyses below were interwoven with review of literature concerned and the qualitative data collected in interviews. Eight themes emerged from the responses of the interviewees which illuminated beginning principals' missions as a principal and the concerns and challenges they confronted in early years.

1. Perception on the mission and role of principalship

The study of Rhodes and Brundrett (2012) highlighted that 43 per cent of incumbent vice-principals and 70 per cent of current middle leaders did not aspire to principalship in England. In another study, it was found that most beginning principals did not envision themselves in the principalship beyond 5 to 10 years (Shoho and Barnett, 2010). In the interviews, however, none of the respondents indicated any intention to withdraw from principalship and expressed their willingness to meet the challenges ahead. Most of them perceived the role of principalship as leading the school by vision building and enhancing teaching effectiveness in the school. A beginning principal had the following remark:

I know there are hurdles and unexpected pressures ahead. However, once I decide to take up the role, I have had the mission to lead the school for further development. (BP 5)

Many respondents indicated that the determinant of successfully leading the school was to develop a working environment conducive to teaching and learning and developing a collaborative school culture. A respondent highlighted this responsibility by saying:

Being a principal, there are many goals for me to accomplish. I am a leader to foster students and school development, a partner to work with teachers and a partner to collaborate with parents and alumni. (BP 14)

Knowing that there were extensive responsibilities, all the respondents felt relatively pressured and admitted that these responsibilities were essential for school effectiveness and improvement. In times of school reform, they identified the following roles they were undertaking in school:

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A model and mentor (BP 1); A manager, an administrator, a steward (BP 9); A facilitator and negotiator (BP 3); A partner (BP 10); A curriculum leader (BP 2); A visionary leader (BP 4); A planner (BP 13); A leader (BP8); A resources manager (BP 5)
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The roles our beginner principals perceived corresponded with the finding of the study by Shoho and Barnett (2010) to a certain extent. They found that the roles of beginning principals included three dimensions: being an effective instructional leader; managing finances, personnel and workload; and addressing community leadership issues.

2. Leadership capacities for the rapidly changing school context

The respondents demonstrated their eagerness to strive for acquiring a better sense of knowledge and skills of educational leadership in the fast changing context under the globalized world where reforms and new initiatives were imposed when transitioning into the new role. Many of them sometimes felt stressed but the positive belief they possessed, motivated them to continue and thrive in the position. A respondent said:

I can't give up. Many stakeholders are looking at me how to motivate my staff, to work with school managers and parents, to develop new secondary school curriculum, to establish a constructive school. The time is changing rapidly. I need to be equipped with various types of management and leadership skills. (BP 14)

Reforms imposed externally and strategic initiatives implemented inside the school made the respondents look forward to school improvement and development. Expressed by one of the respondents, she had strong commitment to reforming and leading the school.

In the 21st Century, the capacities of staff and resources management, transformational leadership, instructional leadership etc. are of key importance for my principalship. (BP 6)

Equipping with knowledge and skills of leadership seems to be the priority of aspiring and newly hired principals in many studies (e.g. Ng, 2013; Walker and Qian, 2006).

3. Legal issues regarding school management

Many of the respondents put the issue of legal responsibilities more succinctly by saying that the everyday incidents occurred in school such as student fighting, sexual harassment, corporal punishment, parents' complaints and their relations with teachers might make their school boards and even the teachers fall into a legal trap. They might have to be accountable for the legal consequence. A respondent exclaimed:

It is actually a bomb if we do not know how to react against what have occurred in school. Years ago, two principals in the secondary sectors were forced to resign due to inappropriately handling crisis. (BP 3)

The respondents perceived that they were not adequately equipped with knowledge and skills of crisis management and answering challenging questions posed by reporters. They hoped to include a session concerning legal matters of school education in the programme.

4. A desire for acquiring knowledge and skills of human resources management

Beginner principals would like to maintain stable and valuable relationships with teachers, parents and students (Mentz, Webber and van der Walt, 2010). However, it might not be what they expected as many studies indicated that novice principals experienced tensions and conflicts with individual staff (e.g. Male,

2006) and resistance from teachers who were weak (e.g. Woodruff and Kowalski, 2010). In our study, our respondents did have pressures regarding developing relationships and handling complaints with various stakeholders. They wanted to learn from experienced principals the way to deal with underperforming staff.

I could identify who are blockages of reforms in my school but what can I do? They were weak for a long time. They do not bother to be committed to any change. (BP 2)

Some respondents expressed tensions with some weak colleagues when they were hired in a new school. They expressed a need to be equipped with the knowledge of human resources management.

We have not had any opportunities to be taught about theory and practice of human resources management in our development programme previously. (BP 13)

To establish positive leadership cultures in school, several respondents found empowering middle managers as important as handling underachieving staff. They believed that middle leaders were 'man in the middle' and if they were empowered, they would feel senses of trust and ownership in the process of implementing school policies. A respondent had this remark:

The principal cannot work alone. I need to dedicate my senior teachers the authority to manage subject departments and lead junior teachers. (BP 8)

For a school organization, a lack of mutual trust between principals and teachers is detrimental to school development (Wong and Wong, 2005). What the respondents highlighted informs us that being a principal is a complex activity.

5. Financial management: A difficult task

Implementation of school-based management means quite a certain amount of management power is decentralized from the EDB to school in Hong Kong. Financial management is no exception. Kwan (2009) included 'preparing the school budget', 'making decisions about the purchase of school equipment', 'monitoring the condition of school building and equipment', 'allocation of funds among various budget accounts and preparing proposals for application for government funds' in the task of school budgeting. However, for the beginning principals, it is not an easy task since they are used to exposing themselves more to teaching than financial control. Majority of the respondents demonstrated uncertainty regarding budgetary issues:

I feel frustrated with the figures and numbers. We did not need to deal with accounts in the old days. (BP 12)

Without assistance by a veteran principal, I don't think I could handle a variety of school accounts that I have never known before. (BP 4)

Similar to the concerns of a group of principals in Hong Kong as reported by Wong (2004), the beginning principals perceived their inadequate experience in financial planning and control as a deficiency for the principalship.

6. Increasing burden in curriculum planning and development

Newly appointed principals are always expected to demonstrate their capability to elevate student achievement (Shoho and Barnett, 2010). This type of assertion made our respondents feel frustrated since they needed to face the challenges of the breadth of the new curriculum in the secondary school sector. A respondent found it difficult to implement the new curriculum when taking into account the factor of special education needs in instructional design and curriculum development.

The breadth of the senior secondary curriculum is indeed a challenge to newly hired principals. Thousands of meetings with teachers and EDB officials are to be attended. (BP 9)

7. Networking and school visits

Peer networking is the learning item causing most concern for the respondents. They expected to develop networks with their fellow beginning principals so as to learn and share among themselves with practical experience in successfully implementing school improvement projects. They also believed that the type of support they obtained from peer networking and experience sharing through school visits could help better enhance their skills of managing their schools.

We are on the same boat. Why not develop a network of communication and experience sharing. I expect we can often meet on regular basis. (BP 7)

The study of Lingam and Lingam (2014) indicated that informal networks were as important in preparing new principals for the principalship as formal training programmes. Some respondents wished to include several school visits during the 10-month development programme. One of the respondents said:

I don't mind whether the schools I visit are of good academic performance or not. During the school visits, I can observe how these experienced principals lead the school and manage staff. (BP 2)

8. A strong desire for mentors' advice and support

Many respondents expressed their eagerness to meet their mentors who they thought could provide them with invaluable advice on school management. Research findings revealed that new principals would became more confident when experienced principals had been assigned to work with them as mentors (Mentz, Webber and van der Walt, 2010). As told by a respondent:

I personally appreciate the mentor's support. Their abundant experience in managing the school and exercising effective leadership is something we should learn about. (BP 11)

Research studies also found that one third of the beginner principals attributed their mentors' support as a significant factor affecting their decision to remain in the position (Shoho and Barnett, 2010). Some respondents expected to include shadow learning activities during mentor-mentee meetings.

I can learn on the job if there is shadowing activities organized when going to the school of my mentor. Their experience in school management is invaluable. (BP 1)

The findings of this investigation demonstrate some areas of consistency with those from previous studies (e.g. Shoho and Barnett, 2010). The respondents knew that they would have numerous roles and responsibilities when assuming principalship.

DESIGN OF THE LEADERSHIP DEVELOPMENT COURSE AND PROGRAMME EVALUATION

With reference to the views of our novice principals, networking with peers and seeking support from experienced principals are the most practical ways to accommodate themselves in a new administrative position.

Sharing of experience in implementing school improvement projects between peers and mentors may help do away with uncertainties and frustration arising from the job. Taking into consideration the respondents' concerns regarding financial and human resources management, and curriculum leadership in this qualitative study, the course provider decided to include the following learning activities in the 10-month structured development programmes with a total of 84 contact hours as demonstrated in Table 1.

Table 1: Content of the structured leadership development programme

Activities	ies Contents/Topics		
Workshops/seminars	Leading for enhanced student achievement	27	
	Cultivating an inclusive school culture		
	Handling underperforming staff		
	Empowerment of middle management		
	 Curriculum planning at the secondary level and its interface with junior secondary 		
	Legal matters relating to school liability		
	 Enhancing school development through school self- evaluation 		
	Financial management		
	 Making effective use of Teacher Competencies Framework to support professional growth of teachers 		
Mentor-mentee meeting	Five formal mentor-mentee meetings lasting for 3 hours each throughout the 10-month duration	15	
School visits	Not less than four school visits	36	
Presentation and sharing of school improvement projects Each beginning principal is required to present a school improvement and attend other beginning principals' presentation sessions		6	
Total contact hours		84	

When the programme was completed, a programme evaluation questionnaire on a five-point Likert scale with five being the highest (strongly agree) and one being the lowest (strongly disagree) was given to all participants in the last session.

Forty-five questionnaires were received. Table 2 displays the results for the qualitative data. Though the content of the programme designed by the provider might not be fully satisfied by all participants, it seems that the programme was welcomed by them to a great extent as demonstrated in this table.

Overall, the average mean score of each question is 4 or above. It indicates that the beginning principals perceived the structured support programme in a positive way.

Table 2: Result of overall programme evaluation

Programme evaluation	Strongly Agree	Agree	Average	Disagree	Strongly Disagree	Mean (SD)
The mentor-mentee group generates a professional support network	66.7%	29.6%	3.7%	0%	0%	4.63 (0.53)
The seminars/workshops are practical	13%	73.9%	13%	0%	0%	4.00 (0.41)
I can learn a lot of leadership and management skills in school visits	33.3%	58.3%	8.3%	0%	0%	4.25 (0.36)
The programme helps enhance my leadership capacity.	29.2%	66.7%	4.2%	0%	0%	4.21 (0.71)
The programme helps develop confidence in the workplace.	16.7%	66.7%	16.7%	0%	0%	4.00 (0.42)
The programme widens my leadership perspective.	25%	58.3%	16.7%	0%	0%	4.08 (0.53)
The programme inspires me to reflect on my principalship.	25%	66.7%	8.3%	0%	0%	4.17 (0.39)
On the whole, the programme is effective.	18.2%	68.2%	13.6%	0%	0%	4.05 (0.66)

CONCLUSION

The aim of the present study was to explore beginning principals' expectation on the structured leadership development programme and their perception of the delivered programme, the design of which took into account their professional needs. The result of the study can help improve the programme by equipping them with the capacity of sustainable leadership. As indicated in the themes emerging from the data, most of them demonstrated their ambition of leading their schools for further development. Nevertheless, it was unavoidable that they possessed a lot of concerns and uncertainties with regard to the challenges of leadership in various areas of school management, especially those who had never been in the position of vice-principalship. It is not surprising since these concerns were also found in many studies (e.g. Athanasoula-Reppa and Lazaridou, 2008; Shoho and Barnett, 2010). Discovery of learning needs and the rationale behind through in-depth interviews could provide the investigator with more constructive information that was then incorporated into the preparation programme. In summary, to improve school leadership preparation practices, not only should the service provider design a programme meeting the professional needs of beginning principals but also enhance their sustainable leadership capacity for effective school management and development. At the same time, the investigator needs to conduct further investigation of the same cohort of beginning principals to determine how sustainable leadership is created in the process of their principalship.

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FURNISHING SUSTAINABLE FUTURES: AN EXPLORATION OF HOW FURNITURE MANUFACTURERS CAN DEMONSTRATE SUSTAINABLE LEADERSHIP

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ABSTRACT

Given numerous environmental challenges and the need therefore for efficient resource utilization, this research explores how the furniture manufacturing industry can demonstrate sustainable leadership by engaging with their consumers' needs.

While a pro-environmental attitude-behavior gap has been reported for a long time, current literature suggests that consumers are increasingly valuing sustainable consumption across a wide range of products. Our focus is on both traditional and innovative sustainable materials used to manufacture furniture. Although these materials meet consumers' stated preferences for sustainable construction products, our research suggests that many consumers lack confidence in their consumption and demand verifications of a product's sustainability, because they are still unfamiliar with eco-innovations.

Business strategies are required that support eco-friendly consumer choices by explaining and promoting the product's sustainability features. Environmental labelling is a widely adopted practice, however, consumers are often confused due to the diverse range of labels they are confronted with. Business must understand their consumers' need to make labels meaningful. Equally, the provision of detailed product information based on traceability systems is a further solution to increase consumer confidence in sustainable products. We argue that labels being more meaningful to consumers and the implementation of traceability systems are ways in which furniture manufacturers can become sustainable leaders, and support their consumers' preference for sustainable products.

Keywords: sustainable consumption, furniture manufacturers, environmental labelling, product information, marketing.

INTRODUCTION

In recent years, humanity has encountered several challenges. For example, diverse environmental problems in relation to the climate, ecosystem processes and biodiversity, as well as a continuously growing resource demand (Brown et al., 2011; Elliott, 2006). Challenges concerning resource utilization are intensified by the fact that some important raw materials are limited, e.g., fossil fuels, and that renewable raw materials are cultivated for different reasons such as material, energetic or nutritional utilizations which lead to a competition between different forms of land usage (Chapman, 2014; Godfray et al., 2010). To address environmental problems and to guarantee raw material supply, efficient utilization of renewable raw materials is more important than ever before.

Irresponsible consumption patterns are identified as a major reason underlying the mentioned challenges (United Nations, 2014). Consequently, materials and production methods must be reconsidered. The furniture manufacturing industry can significantly contribute towards more sustainable consumption because they

choose from a huge variety of building materials - some more sustainable than others. For example, when using wood, furniture manufacturers can select an eco-friendly renewable raw material, and by realizing multiple material utilizations of this resource, CO2 emissions can be postponed (Fraanje, 1997). In addition to improving sustainability on the part of manufacturers, it is crucial to educate consumers about sustainable consumption across industries (United Nations, 2014). A product's sustainability must be easily recognizable to better enable consumers to shift towards more environmentally sound purchase behavior.

This paper aims to examine how furniture manufacturers can demonstrate leadership in sustainability. Selected strategies to enhance the appeal of sustainable materials and production processes used to manufacture furniture are considered. Our focus is on wood as it is one of the most important renewable raw materials in this industry, and considered to be the construction and building material for the future (O'Driscoll, 2014). As the successful realization of furniture manufacturers' sustainability efforts depends on consumer acceptance of sustainable materials, consumer preference for these materials is addressed. Finally, two business strategies are introduced that support sustainable consumer choices and could therefore be applied by the furniture industry to enhance their sustainability.

CONSUMER ACCEPTANCE OF SUSTAINABLE PRODUCTS

If products consisting of sustainable materials do not succeed on the market, then efforts that aim at increasing the sustainability of the furniture industry will fail. Therefore, it is essential to assess consumer acceptance of environmentally sound products.

The historical pro-environmental attitude-behavior gap

Historically, a positive consumer attitude towards pro-environmental behavior has been reported as well as consumers' intention to behave in an environmentally compatible manner. Despite this, various gaps between pro-environmental consumer behavior and its determinants have been described, such as differences between the awareness of environmental conditions and pro-environmental behaviors (Pelletier & Sharp, 2008), a pro-environmental 'attitude-behavior' (e.g., Kilbourne & Pickett, 2008; Vermeir & Verbeke, 2006; Young et al., 2010), 'value-action' (e.g., Pickett-Baker & Ozaki, 2008; Young et al., 2010) and 'intention-to-behavior gap' (e.g., Sheeran, 2002; Webb & Sheeran, 2006).

Accordingly, eco-friendly products have a lower market share than consumers' values, attitudes and intentions might suggest (Gleim et al., 2013; Rex & Baumann, 2007; Tseng & Hung, 2013). Various factors have been discussed as underlying the reported gaps. For example, values are often considered to be too general to accurately predict actual consumer behavior (Pickett-Baker & Ozaki, 2008); and consumers' stated attitudes may be partially ascribed to a social desirability bias (Budeanu, 2007). Accordingly, consumers' declared intention frequently differs from real behavior, requiring that consumers' purchase intention is assessed with methods that come as close as possible to actual purchase situations such as choice-based conjoint analyses or experimental auctions (Osburg et al., 2015b).

In addition to measurement issues, Tseng and Hung (2013) point to the challenge that consumers' expectations and perceptions of green products diverge, for instance concerning product appearance, durability, user-friendliness and labeling. The value consumers attribute to sustainability features is also dependent on product category: sustainability appears as an asset when gentleness-related product attributes (e.g. safe, healthy) are important, while it might even have an adverse effect when strength-related attributes (e.g. powerful, effective) are in the foreground (Luchs et al., 2010). Greenwashing is another challenge to sustainable purchase behavior, as it not only negatively affects consumer choices of products from greenwashing companies, but also impedes green marketing of real sustainable products (Chen & Chang, 2012). However, product price appears to be the main barrier of sustainable consumption, as most green products require a surcharge compared to conventional alternatives that many consumers are not willing to pay (Gleim et al., 2013). This suggests that products must be available at achievable prices to realize more sustainable consumption. Efficient resource utilization, improvement of production processes, and development of additional sustainable materials may enable industry to offer products consisting of sustainable materials at competitive prices.

Consumers growing importance to environment-friendly purchase decisions

Despite the above-mentioned gaps, current literature strongly indicates that consumers are becoming more open to sustainable consumption. Consumers show a growing concern for the environment and are becoming more aware of the impact of their behavior on the environment, and on global climate change (Crabbé et al., 2013; Steinhart et al., 2013). This results in an increasing consumer demand for eco-friendly products (Kanchanapibul et al., 2014). However, although consumers are aware of the problems associated with mindless consumerism, sustainable consumer behavior still depends on acquired knowledge, so consumers must be both educated with effective information and confident in a product's sustainability features (Cho, 2014).

Although green products were valued primarily by an eco-friendly consumer segment for a long time, environmentally sound products are now becoming more attractive to the mainstream market (Kanchanapibul et al., 2014). Furthermore, it must be noted that consumers not only consider a product's sustainability, their decision to purchase also takes a company's perceived environmental performance into account (Grimmer & Bingham, 2013). The growing importance consumers attach to sustainable products and production processes as well as a company's environmental reputation should encourage business to engage more with sustainability issues. In addition to improving the sustainability of existing products and production processes, green product innovation represents a very important factor for sustainable changes in the manufacturing industry (Crabbé et al., 2013; Dangelico & Pujari, 2010).

FURNITURE MANUFACTURERS' CONTRIBUTION TO SUSTAINABLE LEADERSHIP

Furniture manufactures choose materials and production methods, so they have an important influence on the furniture industry's contribution to sustainability. Because of this, some important issues are considered in the following to foster leadership in sustainability by furniture manufacturers, and encourages consumer support of these efforts.

Sustainable building materials and production processes

Furniture manufacturers can choose from a huge variety of different building materials. However, this research focuses on wood-based materials as they comprise a diverse range of materials with different characteristics that make a major contribution to manufacturers' commitment to sustainable leadership. While a comprehensive analysis of the sustainability of different wood-based materials is not within the bounds of this paper, two issues should be stressed that affect the realization of sustainability in the furniture industry: cascading utilization and the promotion of innovative materials.

Cascading utilization refers to 'the sequential exploitation of the full potential of a resource during its use' (Fraanje, 1997, p. 22); i.e., several material utilizations of a resource must be realized with each utilization phase requiring a lower resource quality (Sirkin & ten Houten, 1994). A conversion into energy should only follow after several material utilizations. Considering a simplified cascading utilization in the furniture industry, solid wood products might be the starting point, followed by furniture consisting of flake boards, fiber boards and, finally, an energetic utilization. Additionally, it is important that not only primary (e.g., solid wood), but also secondary processed wood (e.g., sawmill by-products, waste wood) is used in a material way. This helps to reduce the utilization of virgin natural resources and the amount of wood waste (Eshun et al., 2012).

While wood itself seems to be an established material, it must be considered that new wood-based materials have been developed which can also contribute to resource efficiency and sustainability. Wood-Polymer Composites (WPCs) are an example of innovative wood-based materials that can help to realize cascading utilization (Teuber et al., 2015). WPCs consist of up to more than 80% of wood by-products, plastics and additives such as UV stabilizers, biocides and flame retardants (Ashori, 2008; Klyosov, 2007). As WPCs have reached the maturity stage in their traditional application as decking materials, these materials are becoming particularly interesting for the manufacturing of furniture and consumer goods (Carus et al., 2014; Eder & Carus, 2013). Hence, innovative wood-based materials could also be considered by the furniture industry as they can target new consumer segments and broaden the field of application for the material utilization of wood by-products.

Consumer acceptance of sustainable furniture

Depending on a material's novelty, different research questions arise concerning consumer acceptance of sustainable materials. Traditional wood-based materials such as solid wood and particle boards have been available for a long time. Because of this, the current literature has mainly examined factors driving consumer choices of furniture consisting of these materials (e.g., Aguilar & Cai, 2010; Anderson & Hansen, 2004; Bigsby & Ozanne, 2002; Cai & Aguilar, 2013a; Cha et al., 2009; Osburg et al., 2015a; Veisten, 2007). Section 4 gives an overview of the most important drivers being discussed as ensuring or enhancing consumer acceptance of established wood-based materials used for the production of furniture.

When considering sustainable, innovative wood-based materials, consumer acceptance must first be established. This specifically applies to WPCs as they are still unknown to many consumers (Osburg et al., 2015; Weinfurter & Eder, 2009). However, there have been very few studies about consumer preference for WPC products (Jonsson et al., 2008; Weinfurter & Eder, 2009). These investigations focus on specific target groups such as 'do-it-yourselfers' and product categories other than furniture. Osburg et al. (2015b) highlight the necessity to assess consumer acceptance of eco-innovative materials such as WPCs in relation to those materials they typically compete with. Their studies suggest that as a furniture material, consumers highly prefer solid wood over full plastics while the choices for WPCs are around a center position. However, two consumer segments are identified as valuing WPCs more than the average: environmentally concerned consumers, and innovative consumers. These results are promising in that they reveal a greater market for WPC furniture than previous research suggesting that green consumers might reject WPCs by overestimating the synthetic components (Eyerer et al., 2010; Petrescu et al., 2010).

BUSINESS STRATEGIES TO SUPPORT SUSTAINABLE CONSUMER CHOICES

Sustainable leadership must come from furniture manufacturers as they are responsible for choosing sustainable materials. However, consumer acceptance of these materials is equally essential for a shift towards a more sustainable world. Sustainable consumer choices are thereby dependent on consumer knowledge of a product's sustainability features. In the following, industry led environmental labelling and the provision of detailed product information are presented as two approaches which aim at achieving more informed consumer choices. A partnership emerges between manufacturers and consumers in order to achieve sustainable leadership of the furniture industry. Government and environmental non-government organizations (NGOs) may join this partnership to provide consumers with reassurance concerning a product's indicated sustainability.

Environmental labelling

Environmental labelling is one of the most important tools used by green marketing to inform consumers about the product's environmental soundness (Rex & Baumann, 2007). Benefits associated with environmental labelling not only emerge for consumers by reducing their uncertainty concerning the product's environmental impact, but also for business as the labels function as a tool to legitimize business practice, to improve the public image, to maintain and expand markets, and to set a price premium (Chen et al., 2010; Pedersen & Neergaard, 2006). With respect to certifier and information content, the following kinds of labels have to be differentiated (ISO, 2013; UNEP, 2014):

- Type I (ISO 14024): set of multiple criteria, third party label, referred to as 'ecolabelling', e.g., Blue Angel (Germany), EcoLogo (Canada), EU Flower (European Union), GreenTag (Australia)
- Type I-like: similar to Type I, but focus on specific characteristics (e.g., energy consumption), referred to as 'sustainability labelling' or 'certification schemes', e.g., FSC, Rainforest Alliance
- Type II (ISO 14024): single criteria, self-declared label
- Type III (ISO 14025): set of environmental data of the product, based on life cycle assessment with pre-set categories, third party label.

As Type II labels can be placed on any product by any manufacturer without having to be verified by an independent organization, self-declared labels lack credibility and are open to greenwashing attempts

(Pedersen & Neergaard, 2006). Further, studies suggest that consumers value two different third-party certifying organizations to the same degree, government and environmental NGOs (Aguilar & Cai, 2010; O'Brien & Teisl, 2004). Third-party certification is therefore considered as the only credible choice for wood-based products (Chen et al., 2010). Hence, these certifications schemes could be used to foster consumer confidence in, and choices of, environmentally friendly furniture.

Referring to wood-based furniture, the two most important international certification schemes based on an independent third party certification are Forest Stewardship Council (FSC) and the Program for the Endorsement of Forest Certification Schemes (PEFC) shown in Figure 1 (Yamamoto et al., 2014). These schemes not only certify that wood originates from sustainable managed forests, but also include a chain of custody certification that allows for the traceability of wood products to the forest of origin (Cai & Aguilar, 2013b). PEFC is the largest forest certification system with about 237 million hectares of forest being certified worldwide, followed by FSC with a certified area of 172 million hectares in 2012 (FSC, 2012; PEFC, 2013). These companies seem to rely on forest certification which are export-oriented, therefore highlighting the need of environmental labelling for international trade (Owari et al., 2006).



Figure 1: FSC and PEFC certification schemes (FSC, 2012; PEFC, 2013)

A number of studies have investigated consumer preference for certified wood furniture (e.g., Aguilar & Cai, 2010; Anderson & Hansen, 2004; Cha et al., 2009; Veisten, 2007). The value consumers attribute to a certified wood product is predominately assessed by the willingness to pay (WTP), i.e., the surcharge consumers would pay for a certified product compared with a non-certified one. A meta-analysis by Cai and Aguilar (2013b) revealed a mean WTP of 12.2% (SD = 8.0%). The WTP varied largely among the considered studies: The highest WTP values were reported for frequently purchased certified wood products (e.g. paper), followed by less frequently (e.g. furniture), and least frequently purchased ones (e.g. house).

Despite the advantages of environmental labelling, some challenges must be considered. While many different labels exist, there is a relatively low actual market share of environmentally labelled products (Rex & Baumann, 2007). The Ecolabel Index (2014) registers 458 different ecolabels that are used in 197 countries and 25 industry sectors. However, consumers are confused by the huge amount and variety of labels they are confronted with, so that they often cannot interpret their meanings (e.g., Borin et al., 2011; Pedersen & Neergaard, 2006; Salaün & Flores, 2001). It seems necessary to educate consumers with information about existing labels, while new ones should be introduced only if their meaning cannot be accommodated by an existing label. Business must understand the type of information that a label must convey to consumers, the required design, and the best certifier to be chosen in order to make labels meaningful to the target market.

Considering the impact of sustainable forest certification, it must be acknowledged that most consumer studies reveal further important determinants of consumer choices for wood-based furniture. Among these are wood origin, which also discloses tropical timber (e.g., Aguilar & Cai, 2010; Bigsby & Ozanne, 2002; Cai & Aguilar, 2013a), type of forest (Bigsby & Ozanne, 2002), material composition (e.g., Anderson & Hansen, 2004; Cai & Aguilar, 2013a) and price (e.g., Aguilar & Cai, 2010; Anderson & Hansen, 2004). In line with this, Rex and Baumann (2007) argue that marketing must be supported by additional strategies to promote eco-friendly products, as environmental labels may only be tailored to the green consumer segment. While environmental labelling does not take further drivers into account, the provision of detailed product information may be of additional value for consumers, and prove a significant leadership contribution by manufacturers to sustainability.

Traceability system based product information provision

Providing consumers with detailed product information is another industry led approach to foster more sustainable consumer choices. Presenting relevant product information to consumers based on a traceability system helps to reduce consumer information asymmetry and enables them to make more informed purchase decisions (Hobbs et al., 2005; Thompson et al., 2005). Thereby, traceability is understood as the 'ability to trace the history, application or location of an entity by means of that which is under consideration' (ISO 9000, 2005).

Due to several food safety scandals such as Bovine Spongiform Encephalopathy (BSE), hoof-and-mouth disease, and dioxin-contaminated chicken which were followed by a significant decrease in sales rates (Scholten et al., 2014), consumers' access to product information has initially been considered for meat and seafood (e.g., Clemens, 2003; Gellynck & Verbeke, 2001; Hobbs et al., 2005: Pieniak et al., 2013; Ubilava & Foster, 2009), subsequently this has been expanded to other food products which are less associated with consumer concern, for instance chocolate and honey (e.g., Bradu et al., 2014; Kehagia et al., 2007). The provision of detailed product information at the Point of Sale (POS) is expected to function as safety and quality verification, to demonstrate the product's authenticity, to counter greenwashing and to help to better address the demands of specific consumer groups (Chen & Chang, 2012; Chrysochou et al., 2009; Hobbs et al., 2005). Consumers' access to detailed product information is even suggested to be superior to product-specific labels, as consumers show a higher willingness to pay a surcharge for the former (Ortega et al., 2011; Ubilava & Foster, 2009). Furthermore, the influence of a sustainability claim is higher if the personal impact is stressed (Cho, 2014). Nevertheless, it is necessary to identify and present only the information items that are most valued by consumers in order to avoid an information overload (e.g., Gellynck et al., 2006, Kehagia et al., 2007; Pieniak et al., 2013).

Because of this, a traceability system based on access to detailed wood-product information has recently been discussed as a promising strategy to increase consumers' product trust and purchase intentions (Osburg et al., 2015a). The authors conducted a German-language online survey (N = 185, age M = 23.49, SD = 2.89, age range 18-30) related to product information about bookshelves made out of solid wood and veneered particleboards. Two approaches for an information access at the POS were introduced to the participants: a QR code or ID number based information retrieval. Specifically, young consumers functioned as the target group as they are said to be technologically savvy and seek longer and more detailed product information (Kanchanapibul et al., 2014; Yeaton, 2008).

Table 1 shows that four consumer segments were identified, of which three valued the provision of wood product information. Overall, ten out of 18 investigated wood product information items were important to young consumers. The preferred items varied among the segments, with each segment favoring five to six information items. It is suggested that these consumer segments can be targeted at the POS by providing them with different information packages that consumers can assign themselves to after scanning the product's QR code, or entering the identifier.

Nevertheless, though this seems to be a promising approach, challenges have to be considered. First of all, the economic feasibility is essential. Based on a cost-benefit model, Appelhanz et al. (2015) argue that the costs arising from the implementation of a traceability system for the capturing, processing and provision of consumers' valued wood product information items have to be allocated fairly to supply chain members and also, consumers are required to pay a surcharge. Another barrier is that many consumers still have no profound knowledge about traceability (e.g., Gellynck et al., 2006; Osburg et al., 2015a). The industry needs to engage in marketing strategies to communicate the benefits of traceability and to clarify the information access in order to engage consumers' interest in a traceability system based information retrieval. Furthermore, it is known that consumers express concerns related to traceability information carriers, such as health concerns which are reported for radio frequency identification (RFID) (Chrysochou et al., 2009). These doubts may result from consumers' limited knowledge and may also be addressed by industry led marketing. Finally, it has to be considered that the product's sustainability might not be fully obvious if detailed product information is presented and might have to be inferred from criteria such as its carbon footprint. To establish more sustainable consumer choices, consumers' motivation to engage with the information items and their knowledge about the presented information are essential. Compared with environmental labelling, this approach requires strong consumer motivation to engage with the information items, an understanding about the presented information, and technological knowledge on the part of consumers.

Table 1: Wood product information items preferred by four consumer segments (Osburg et al., 2015a)

		Consumer segments				
		environ- mentally oriented	environ- mentally and quality oriented	quality oriented	unmotivated	
		(29%)	(22%)	(17%)	(32%)	
Origin						
1	Country	Х				
Environm	nental impact					
2	Sustainable forest/plantation management	X	X			
3	Carbon footprint	X				
4	Portion of recycling	X	X			
Material						
5	Type of wood	_	X	X		
6	Material composition		X	X		
7	Additives		X	X		
8	Health effects of additives	X	X	X		
9	Comments of the producers			X		
10	Composition of the veneer			X		

DISCUSSION AND CONCLUSION

This paper discusses how furniture manufacturing industry can demonstrate sustainable leadership. The development of new, sustainable and resource efficient materials, and multiple material utilizations of a resource are highlighted as important aspects that enhance furniture manufacturers' contribution to sustainability. However, furniture manufacturers alone can only realize sustainability to a limited degree, e.g., by adapting their production methods. Consumer acceptance is identified as a necessary precondition for the success of furniture consisting of sustainable materials.

Because of this, a partnership between furniture manufacturers and consumers is necessary for sustainability to be realized in this industry. Although sustainable leadership should emanate from furniture manufacturers, it must be acknowledged that sustainability is realized in cooperation with their customers. Therefore, the industry must utilize marketing to address consumers' growing eco-sensitivity, and to promote a product's sustainability features as added value. Following the principle of cascading utilization, the utilization of wood waste becomes important which requires efficient collection systems. Hence, the recycling industry and restoration manufacturers are additional entities which should be investigated in future research. The partnership between furniture manufacturers and consumers might also be joined and strengthened by public policy, Public policy can support industry and provide consumers with reassurance about furniture manufacturers' sustainability claims by verifying these declarations as a trustworthy third-party. Additionally, as companies often perceive difficulties concerning the measurement of a product's environmental performance (Dangelico & Pujari, 2010), public policy could motivate businesses to engage more in sustainability measurement by providing the required knowledge.

Two business strategies were considered that aim to increase sustainable consumer choices: Environmental labelling as a widely adopted approach, and the traceability system based product information provision as a new strategy. Even though literature indicates that consumers value both strategies, challenges are identifiable as well. It is suggested that environmental labelling is not enough to broaden the market for green products (Rex & Baumann, 2007). In contrast, a traceability system based product information provision can convey sustainability features to consumers in a reliable way, in addition to providing further information that is known to also influence consumer choices. Because of this, product information provision may be the

approach for the future. However, it has still to be proven whether a traceability system implementation is economically feasible in practice, and some consumer concerns have yet to be addressed (Appelhanz et al., 2015; Chrysochou et al., 2009)

Considering both approaches, consumers seem to require information about the strategy itself and an assessment of the sustainability claim. As consumers show difficulties in capturing the meaning of environmental labels, an easily recognizable design and accessible information presentation are essential. Consumers must be provided with information about existing labels, while new labels with a global recognition should only be designed after understanding consumers' needs. Even though consumers are occasionally confronted with traceability such as provided by the food industry e.g. provenance labels, consumers' limited knowledge in the furniture manufacturing industry requires that marketing introduces traceability and approaches to retrieve the information at the POS. An information access at the POS is also facilitated if retailers promote these tools and provide the equipment that is necessary for an information retrieval (Appelhanz et al., 2015; Osburg et al., 2015a). Furthermore, the information about wood-based furniture which is valued by consumers cannot exclusively be provided by furniture manufacturers. Other supply chain participants could also contribute and benefit from the detailed product information access due to the reduction of information asymmetry and uncertainty. Clearly a partnership approach to sustainability in the furniture industry can be far reaching when a traceability system based strategy is realized to achieve sustainable consumption.

To conclude, the furniture manufacturing industry has various opportunities to demonstrate sustainable leadership. To really achieve a sustainable industry it is crucial for furniture manufacturers to partner with their consumers and to understand and respond to their needs. However, to have the greatest impact on sustainable behavior it is essential that additional partnerships are forged with Government via policy support for the development of traceability systems and approaches to retrieve the information at the POS. Such provenance labels will benefit the entire supply chain and ensure that a sustainable future will be furnished.

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LEADING THE WAY: A CASE OF CULTURAL CREATIVES

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PURPOSE

As part of the ongoing project of sustainable leadership, and taking into account the wider concerns of sustainable practices, this paper examines the role of grassroots organisations in creating change. The Sustainable Leadership Pyramid (Avery & Bergsteiner, 2011) developed as part of the sustainable leadership model enables a dynamic interpretation of both top-down and bottom-up strategies. The paper focuses on the ways individuals (seen through the lens of various cultural movements) become agents for establishing sustainable visions, values, and actions – reflecting a greater concern for the social and natural environment.

DESIGN/METHODOLOGY/APPROACH

The key ideas advanced in this paper are drawn from the work on Cultural Creatives (Ray & Anderson, 2000) and honeybee approaches to leadership (Avery & Bergsteiner, 2011). The broader discussion is supplemented with data collected as part of an exploratory study on Cultural Creatives in the context of hospitality and tourism. The research utilised an online survey which consisted of a combination of 35 open and close-ended questions, designed to probe people's perceptions of hospitality.

FINDINGS

The findings show that Cultural Creatives support places of accommodation that follow sustainable leadership practices, and that the core elements of the honeybee approaches are not merely a theoretical fad in concurrent management literature but a philosophical outlook deeply ingrained within this segment of travellers. Cultural Creatives are not interested in highly-ranked hotels; they seek honeybee approaches to leadership.

ORIGINALITY/VALUE

The insights presented should be of interest to scholars invested in the study of sustainable leadership, and particularly to academics who work in this area in hospitality studies.

Keywords: accommodation, Cultural Creatives, grassroots, sustainable, hospitality.

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SUSTAINABLE LEADERSHIP DEVELOPMENT: FRAMEWORK OF A NEW PROCESS

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PURPOSE

The purpose of this theoretical paper is to review the emerging literature on the construct of sustainable leadership development.

DESIGN/METHODOLOGY/APPROACH

The paper approaches the topic of sustainable leadership development from a theory-based perspective.

FINDINGS

Conceptualization of sustainable leadership development and its contextualization in educational settings is viewed through the lenses of the theory of multiple intelligences and the twin-cycle experiential learning model.

RESEARCH LIMITATIONS/IMPLICATIONS

The paper is focused on the theoretical overview of sustainable leadership development.

PRACTICAL IMPLICATIONS

Sustainable leadership development is based on individual proactivity and awareness of a person's wider role; therefore it requires a »bottom-up« approach - starting with the development experiences of individuals and their reflections. The paper has implications for education.

SOCIAL IMPLICATIONS

This paper helps the educational institutions to better understand and design educational program didactics in order to inspire students to »do good«.

ORIGINALITY/VALUE

I identified that one of the environments where the need for sustainable leadership is most evident is in educational settings where teachers need to redefine their roles and become the facilitators of progress in a symbiotic relationship with students.

Keywords: sustainable leadership, rethinking leadership role, reflection.

COMMUNITY SUFFICIENCY IN NAN PROVINCE

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PURPOSE

This paper addresses how community sufficiency provides solutions to national problems, using lessons learned from the Royal Initiative Discovery (Pid Tong Lang Pra) Projects in Nan province Thailand as a case study. The paper describes how area-based community development projects, based on the Sufficiency Economy Philosophy could create community sufficiency and sustainability.

DESIGN/METHODOLOGY/APPROACH

Qualitative research methods are applied in this study. Primary data were gathered through 1) in-depth face-to-face interviews with fourteen staff, both at management and operational level, 2) two focus groups with a total of 20 farmers and 3) four in-depth interviews with involved stakeholders; a sheriff, village headman and government officers, and 4) observation method. In addition, secondary data were analysed using content analysis.

FINDINGS

The Royal Initiative Discovery Foundation's approach is people-centric, with a focus on irrigation, multi-crop farming, community collaboration, self-help, and sustainable reforestation. After five years of operation, the projects have resulted in improved food security and household income, thereby reducing household debt.

RESEARCH LIMITATIONS/IMPLICATIONS

Scaling up these area-based community development projects nation-wide remains a challenge but would certainly help improve Thailand's sustainability.

PRACTICAL AND SOCIAL IMPLICATIONS

Lessons learned from the Foundation's community development projects could provide an important alternative for Thailand's development, which has been mostly dictated top-down.

ORIGINALITY/VALUE

The practice of community sufficiency provides good lessons to learn for those interested in solving socio-economic problems.

Keywords: community sufficiency, Nan, Thailand.

21ST CENTURY EXECUTIVE LEADERSHIP DEVELOPMENT – SOME KEY CONSIDERATIONS/CHALLENGES

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ABSTRACT

"... despite the significant advances in understanding leadership development made over the past 25 years The field is still relatively immature (Day et al, 2014:80)."

There is little doubt of the interest in and significance of leadership to contemporary organisations, nor of the ever-expanding academic and practice literature on leadership per se with their diverse theories , models and recommendations. However, it appears that the field is still nascent in understanding the most effective and efficient ways to develop leaders individually and leadership more broadly in an increasingly global and complex environment, across all our diverse institutions, from public, to not-for-profit, to private sectors.

In this paper we explore some current key considerations and challenges with a focus on executive leadership development, given the old wise saying that "The fish always rots from its head" and the crucial role of executive leaders for the many other types of leadership and management roles in any organisation. Included are concerns of leadership mindsets versus skillsets/competencies, the neglect of leaders in relation to followership, pedagogical dimensions, moral aspects, creativity and innovation, individual learning integrating with organisation needs, evaluation and return on investment, and strategic rather than ad hoc leadership development and implementation in organisations.

Keywords: executive education, executive development, leadership development.

INTRODUCTION

"Effective leadership development is less about which specific practices are endorsed than about consistent and intentional implementation (Day, 2000: 606)."

There seems to be, since the 20th century, an almost exponential escalation of practice and academic based interest in leadership, initially at the top levels of organisations and more recently extending to diverse levels of organisations – private, public, and not-for-profit. Models and magic bullets abound, alongside fads that come and go, and an ongoing thirst for business, management and leadership degrees at both undergraduate and postgraduate levels that promise career success and often riches that go with such success. Once credentialed and on the way up the ladder, executive education comes into play, it too often mired in traditional paradigms, quick recipes, and well-worn content and approaches to pedagogy.

What is clear, however, in such history, is that inadequate attention has been paid to understanding executive leadership education needs in the ever complex and integrated 21st century. As Day et al (2014: 79) put it: "Leadership is something that all organizations care about. But what most interests them is not which leadership theory or model is "right" (which may never be settled definitively), but how to develop leaders and leadership as effectively and efficiently as possible." Researchers and practitioners have often disappointed in their responses, despite the question of the most effective and efficient approaches having been addressed from diverse perspectives and several solutions being developed. Moreover, in a siloed competency approach, what has often been ignored is that executive leadership development requires individuals and organisations

to deal, often simultaneously, with a wide array of interconnected issues, in a complex global and challenging environment, with increasingly sophisticated and demanding individuals and communities.

Drawing on the academic literature in the area, the authors offer a beginning in addressing such deficiencies by overviewing the current state from an academic and practising perspective, emphasising the need for further work in this area and contributing some results emanating from comparisons undertaken between literature and practice, primarily in Australia and its surrounding region. Our paper, we hope, offers some early steps along an increasingly crucial path, given that, if one accepts that "... executive education's role in the 21st century can more effectively serve as a lever in facilitating organizational transformation (Conger and Xin, 2000: 99)", then it follows that it is vital that we get such education right – innovative, proactive, values driven, and having a clear return on personal and organisational investment.

The approach utilised is to match the current thinking in the academic literature with key representatives of Asia-Pacific executive leadership programs, along with interviews of some top CEOs/HR Directors in the region. This will indicate the extent to which traditional paradigms of such education are still mired in the 20th or early 21st centuries rather than being forward looking in the increasing demand for innovation in such learning opportunities for increasingly demanding senior individuals and their organisations. We argue for further research in leadership development as a central plank for quenching the global thirst for leadership excellence.

TRADITION AND THE NEW CONTEXT FOR EXECUTIVE LEADERSHIP DEVELOPMENT

Unfortunately, it is clear that: "Leader development, even more than leadership, lacks definition, theory, agreed upon constructs, and effective processes. Practitioners are faced with a complexity of approaches and models to choose from, and no real starting point for developing leaders for the 21st century workplace (O'Connell, 2014, 184)."

Dinh et al's (2014) recent paper in The Leadership Quarterly reflects the ongoing heavy emphasis in the literature on examining leadership theory and research in terms of trends and changing perspectives. Little, however, then emanates from such work to better inform the education of executive leaders, especially in terms of broad executive education rather than the work on MBAs and the like. This is, indeed, a difficult ask, as the leadership topic has increased almost exponentially as has research in the field with the consequent growth in leadership theories, including a richer array of methodological approaches. Indeed, executive leadership education must now face the challenge that "Because of the width and breadth of complex concepts and research available, learning to lead involves an intricate and expansive set of knowledge, skills, and dispositions. (O'Connell, 2014: 183)." This also challenges the capacity to cover enough content and use an appropriate pedagogical approach in terms of the usual timeframe of executive development being about a week long residential, meeting market demands, given the time demands on senior organisation executives. Moreover, how best to evaluate such learning, especially within the context of traditional executive education offerings, appears as a crucial problem for organisational and individual budget considerations. As Watkins et al (2011: 209 and 233) explain: "Researchers have struggled to find evaluation models sufficient to capture complex emerging program outcomes beyond individual learning ... these executive leadership development programs, participants are part of moving, fluid situations - with a past set of experiences and a present context having as much or more to do with what is learned and transferred as the program itself."

Perhaps even more central is the fact that content and learning styles need to incorporate development of leadership mindsets that better respond to the complexities of contemporary circumstances — that are grounded in adeptness with uncertainty, coping with ambiguity, and dealing with the need for collaboration. The focus then should be on mindset instead of skillset, across the interconnected dimensions of the personal, relational and contextual (Kennedy et al, 2013). In the face of such arguments, it is clear that "... the competency approach to leadership ... continues to offer an illusory promise to rationalize and simplify the processes of selecting, measuring and developing leaders, yet only reflects a fragment of the complexity that is leadership (Bolden & Gosling, 2006: 147)." The problem is amplified if one looks to the apparent dearth of considerations by neglecting key areas such as the recent work on Followership (Uhl-Bien et al, 2014).

What then does the content of some current key executive leadership education in our region look like in programs well regarded by academics and practitioners – does it reflect the points emphasised by the

statements above? In attempting an answer we use the approach taken by Conger & Xin (2000) who recommend the following considerations:

- Learning needs: From industry strategy to ecosystem strategy
- Sponsors: From corporate headquarters to line management
- Pedagogy: Multiple learning sessions need to become the norm
- Learning content: Going outside the box [combine the familiar with the unfamiliar]
- Participants: Move from outside [e.g. alliance partners, customers, suppliers, different companies, tieins to midlevel managers etc.]
- Assessment: From simple to sophisticated
- Integrating mechanisms: Building true links [with other organisational design elements rewards, performance measures, etc.]

Table 1: Review of the top four executive education programs in Australasia against Conger & Xin's considerations for effective executive development

	INSEAD (Singapore) Advanced Management Program	UNSW / AGSM General Manager Program	MACQUARIE U / MGSM Foundations of General Management	MBS / MT ELIZA Leading for Organisational Impact (franchised by Center for Creative Leadership)
Learning Needs	Unidentified	Unidentified	Unidentified	Unidentified
Sponsors	Unidentified	Unidentified	Unidentified	Unidentified
Pedagogy	Functional understanding with a holistic approach addressing all aspects of leadership 360 degree feedback Group coaching Simulations Role-play and video sessions Electives Traditional lectures Social and cultural activities for exchange Designed as a life-long journey with close, structured contact over the first year and networked contact thereafter Reflection Interactive case studies Forum sessions Group work Blend of theory and practice evidence	Focus on international best practice Focus on individual personal development objectives and responsibility for learning – a transformational journey Debriefings and Discussion – a Dialogue (one on one and group coaching) Keeping of a development journal Development of a holistic leader with self-reflective capabilities and strategic thinking Learning from diverse peers	Immersive experience providing hands-on practical education Learning from diverse peers Dependent upon Faculty preferences	Focus on practical, applied learning Interactive modules Comprehensive Looking Glass simulation Comprehensive assessments including self-assessment Coaching Peer learning groups Post-program assessment
Learning Content	Organised as a four-phase process (Megatrends – Macroeconomy, geopolitical context, technology and social trends; Stakeholders – customers, competitors, shareholders, other societal stakeholders; Organisation and Process – networks and change, business models, governance structure; and People – the leadership metaphor, the values conversation,	Building a learning mindset Strategy, Innovation and Complexity Complex Systems and Organisational Culture Leadership, Ethics, Presence and Impact Investment Decision-Making and Global Mindset Power, Politics and Preparing for Success	Strategic management Marketing Management Strategic Negotiation skills Financial management Developing as a Leader	Develop leadership fundaments (communication, self-awareness, influence and learning agility) Looking Glass simulation (leadership and decision-making) Leading strategically (across boundaries, complex organisational challenges, thinking and acting strategically, organisational collaboration) Goal setting (setting

Participants	communication, balance)	General, divisional and senior managers	General or functional managers stepping up to a cross-functional role as leader Executives wishing to increase their knowledge and	 Experienced senior managers leading a function or division Executives with local, regional or global responsibility
Assessment	Discussion and debate	Unclear	management skills Unclear	Unclear
Integrating Mechanisms	Unidentified	Unidentified	Unidentified	Unidentified
Length	4 weeks residential	1 week residential	6 days residential	5 days residential
Claimed Benefits	Gain insights that challenge assumptions Develop greater confidence through testing assumptions and making them more robust Actionable knowledge – harnessing knowledge into workable action plans	A critical appreciation of the most important business disciplines A coherent understanding of the interplay of organisational dynamics — people and systems An appreciation of the need to think globally and the implications for the future Learning from high calibre peers A practical insight into wellbeing Strategies and frameworks for high performing teams A conscious understanding of personal development needs and career path	Acquire new skills and knowledge Develop confidence and competence to tackle complex business problems Challenge current thinking Learn from some of Asia Pacific's leading academics and practitioners Work with fellow managers from some of Australia's leading companies	Develop leadership fundamentals Work across boundaries Increase self-awareness Think and act strategically Formulate and achieve specific goals
Evaluation Modes	Unidentified	Unidentified	Unidentified	Unidentified
Pre & Post work	Communication six weeks before - interview with program director, 360 degree survey, start strategic challenge process, access to learning platform Close, structured contact	Pre-program work – readings and exercises for a learning ready mindset	Unidentified	Pre-program preparation (workplace conversations, 360 degree self - assessment, self- assessment questionnaires Post-program assessment (360 degree online)

over the first year and		assessment three months
networked contact		after the program,
thereafter – conference		ongoing e-learning and
call with coach, strategic		networking online)
challenge feedback,		
ongoing learning and		
networking via online		
platforms		
 INSEAD Alumni activities 		

Has O'Connell's call (2014) to meet the need for increasing capacities for cognitive and behavioural complexity in leadership across the life span been heeded? It appears primarily more so in the INSEAD and AGSM programs rather than the other two that remain mired in focusing on enhancing competencies. Moreover, the programs generally appear to be tailored broadly to an assumed group's rather than any individual's needs.

In keeping with points raised by Canals (2011) in discussing the future of leadership development and the need to take corporate needs into consideration as well as the role of Business Schools, it is appropriate to identify industry concerns. We approached 18 senior CEOs/HR personnel across a diversity of organisations for interview and had a response rate of 8 individuals (Responses are summarised below).

Table 2: Key messages emphasised by multiple organisational practitioners

Current executive	Governance skills, working with industry/sector partners, collaborative strategic
learning needs/content	planning, political and lobbying skills, global best practice leadership approaches,
	proactive change management, innovation for sustainability, thinking skills.
Sponsors	CEO and Executive team, Chairman and Board, HR Director, talent and leadership
	development specialists (internal/external), specialist directors where appropriate.
Pedagogy	Collaborative learning, experiential work-based projects/activities, mentoring and
	coaching support, panel discussions, case studies, business simulations, talking
	heads – presentations from thought leaders (including Boards) and discussion.
Target participants	Senior to very senior managers/leaders in key organisation positions.
Assessment/evaluation	Reporting back and demonstration of application to the organisation, design long
/integrating individual	term projects, assign long term innovation and improvement responsibilities, build
and organisation	into annual performance and career/succession development planning, pass on
benefits/outcomes	learnings through coaching and mentoring (internal/external)
Length	Varied according to needs, though few programs were more than 1 week given the
	time poor nature of executives
Further issues for	Need for ongoing commitment to executive development, long term planning,
consideration	adequate resourcing to meet planning goals, greater priority in work plan and time
	commitment, more frequency and alignment with external best practice, balancing
	workload with executive development priorities

Certainly global, collaborative and political skills were key needs mentioned most by interviewees. Development of cognitive skills was raised by only one interviewee, despite the current emphasis on diverse intelligences, cognitive complexity and mindfulness. It was generally considered advantageous to have development in an external site. As one interviewee put it: "Learning that's afforded through connecting with others, collaborating, requires the individual to be removed from the workplace to reflect, then return to the workplace to practice." Another important aspect emphasised that was fundamental was "A genuine culture that even executives need development." Many organisations did not follow up how executive learning was used for organisational improvement and ROI was not a major concern per se. Unfortunately, the vital topic of this symposium – the issue of sustainability, was only mentioned by one interviewee in the context of innovation.

THEORY MAKING, BREAKING, AND PRACTICE

"The thirst for good leadership in today's global world is very deep. Poor leadership has become the explanation for organizations that do not work well or have ended in failure (Canals, 2014:487)."

Some of the key challenges identified in the literature in the field include the following:

- The need to differentiate between Leaders and Leadership no single definition (Bennis, 2007) suffices we have the individual (leader) with a focus on developing individualistic human capital ("how can I be a better leader?); and the relational collective (leadership) with development focussed on growing social capital ("how can I participate more productively in the leadership process?" important to appropriately invest in both). (Day, 2000)
- Can leadership be learned, especially with no definitive list of leadership attributes? (Goffee & Jones, 2006)
- What is the role of experience such as learning? And how does this relate to where development occurs in-house or at an external location?
- There is no beginning and end point given self-development is an ongoing process of renewal.
- Are leader development programs appropriately grounded in developmental theories (Day et al, 2014)
 and learning theory?
- Where is the emphasis on key practices in processes versus products?
- Differentiation between fads taken up as leadership development trends and long lasting development needs is crucial (e.g. the road from emotional intelligence, to meditation, to mindfulness, and positive psychology).
- The need not to confuse the interrelated but differentiated concepts of leadership with management development: the former should emphasise learning and crisis capacity building whilst the latter is more about a training orientation for gaining specific sills, knowledge, and ways of enhancing management task performance (Day, 2000). Often this becomes development and facilitation versus training. Is there adequate challenge in relation to complexities and changing mindsets as against a traditional focus on competencies and skills? (Kennedy et al, 2013)
- How much is leadership development relational, especially in terms of the key issue of relationship with Followership theory? (Uhl-Bien et al, 2014)
- Is there an adequate focus on acquiring flexibility in the face of the temporal and the need for resilience within an environment characterised by discontinuity, disequilibrium, blurred boundaries etc.? (O'Connell, 2014)
- Does the development program offer a useful approach to accountability and ROI in terms of
 evaluation (for individuals and organisations) with relevance, effectiveness, appropriate metrics the
 right questions? As Day et al (2014: 77) put it: "The field needs to focus on identifying and tracking
 appropriate markers or proxies of development that go beyond a fixation on rated job performance. ...
 Because of the conceptual and measurement challenges inherent in this type of research, evaluation
 leadership development is often a complex undertaking."
- Is the development aligned adequately with organisational strategy?
- How is consideration given to the transfer of learning in terms of translating individual learning to collective organisational learning at diverse system levels? (Swart & Harcup, 2012)
- What considerations go into designing leadership development programs moving from functional knowledge to a focus on strategic transitions, change management, increasing the depth of leadership talent; greater customisation of learning; and use of action learning in teams? (Conger & Xin, 2000)
- How influential on programs are the world rankings competitions?
- Is there adequate consideration given to the realities of individual and organisational power and politics?
- What is the balance of theory vs real world experience?
- Who in reality has ownership of leadership development CEO, HR, shared ownerships, or individuals?

 Are there adequate elements focussed on less tangible issues such as leadership and organisational purpose, mindfulness and spirituality/workplace spirituality as part of a more holistic leadership development model? (e.g. Dent et al, 2005; More and Todarello, 2014; Hollensbe, 2014)

What then, should be the foci in contemporary executive education leadership development, in dealing with such concerns? Certainly, much can be contributed to our understanding and improvement of leadership development by researchers, especially in delineating how diverse practices and processes, individually and together can enhance leadership (Day, 2000). And this is reinforced by the evidence of some recent emergent theory impacting leadership development such as "complexity/adaptive/strategic leadership theories, relational/shared/distributed leadership theories, and authentic leadership theory (O'Connell, 2014, 186)." Such theory can pinpoint the need to develop the following capacities: creativity/expertise; self-awareness/positive moral perspective; self-regulation; relational/collective (O'Connell, 2014).

Consequently, in moving from traditional paradigms and definitions of leadership attributes and competencies to much more complex ones, we also need to ensure breadth and depth in terms of an integrative context that takes into account the multilevel, multicomponent, and interdisciplinary foundations of leadership development. And the systemic approach must also highlight that leadership is a function not only of the individual leader, but also those who are led – the followers, and the complexity of the local and global context (Avolio, 2007).

Furthermore, the need for increasing cognitive complexity and mindsets in our ever integrated world is paramount. In their discussion of cognitive frames, Hahn et al (2014:479) argue that radical solutions to issues such as corporate sustainability relate to cognitive predispositions and limitations in what they call two types of frames - a 'business case' and a 'paradoxical case', stressing the need to see the interplay between the two. They claim that: "Owing to their pragmatic stance, managers with a business case frame rarely consider deviating from established routines but rely instead on incrementalism; paradoxically minded managers may well see the need to consider bolder responses to sustainability issues but shy away from such endeavours since they are hampered by ambivalence and prudence."

CONCLUSION

Day et al (2014) claim that there has been positive change to and increases in our understanding of leadership development but that it is imperative to focus as much on development as a longitudinal and multilevel process as it is on leadership per se in the short term. Even earlier, Conger & Xin (2000: 73/74) had already claimed that: "Executive education is undergoing a gradual but radical transformation. Programs operating today are far more innovative, learner centred, and relevant to immediate company needs than ever before." For them, executive education was regarded as having the potential to play a far greater role in facilitating strategic organisational transitions. Perhaps this promise is still to be realised in current offerings of leadership development programs. Looking at the state of play in 2015 can we agree?

The paper aims to raise awareness of the key issue of executive leadership development, given it often comes in a very second best to what ought to be taught in Business Schools, especially at the MBA level. It also highlights the need to move beyond a purely content and skills approach to a more challenging one that enhances self and collective mindsets. Moreover, from our discussion with practitioners, it is clear that there are real concerns about adequate time, long term planning, and appropriate organisation cultures for executive leadership development.

We suggest that there is ample opportunity and a definite need for further research into this topic, especially in terms of providing more empirical evidence, given the rather nascent stage of the area at present. As Day et al (2014: 64) put it: "Leadership development is a complex topic that is deserving of scholarly attention with regard to theory and research independent of what has been studied more generally in the field of leadership." But this must be matched by what is required in the everyday lives of individuals and organisations. We need to ensure executive leadership development is not an ad hoc process but is embedded in clear strategic thinking about intent, accountability, and appropriate evaluation, alongside development centred on human, intellectual and social capital of the organisation (Day, 2000).

In summary, our goal in undertaking this paper was to examine the current literature on executive leadership development, and compare how applicable it is to what local organisations and leading Executives Education Providers do to develop executive leaders. It is an introductory thought piece on a crucial issue for our time and our world, one that lies at the heart of sustainable leadership and which we consider has been inadequately dealt with up to this point.

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PERFORMANCE MANAGEMENT TO ENHANCE EMPLOYEE ENGAGEMENT

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PURPOSE

This paper aims to examine how Performance Management (PM) can be conducted to achieve Employee Engagement (EE).

DESIGN/METHODOLOGY/APPROACH

This paper reviews literature on whether and how PM can positively affect EE.

FINDINGS

This paper proposes that the objective of PM process should be changed from the focus on solely high performance outcomes, to include EE. The engagement objective provides a way for practitioners and researchers to understand the role of PM within sustainable firms.

Throughout the three processes (performance agreement, on-going feedback and performance appraisal), the following should be applied to foster engagement: employee involvement, trust and justice, future-oriented developmental actions, psychological capital (self-efficacy, hope, optimism and resilience), and engagement behaviors. Each of the three processes is discussed in detail.

RESEARCH AND PRACTICAL IMPLICATIONS

The application of specific concepts of self and psychological capital in the context of PM could prove interesting and uncover useful approaches to the PM process. Integrating understanding of sustainable PM with the overall sustainable management and practices of the firm is also another venue for research. There is also a need for studies to be conducted in a variety of settings.

ORIGINALITY/VALUE

The distinctive contribution of this paper is that it aims to examine how PM can be conducted in order to achieve EE. EE is often overlooked in the PM literature, which tends to focus on performance outcomes or validity of performance evaluation. In terms of the engagement literature, EE has recently found several applications in Human Resource Management. Unfortunately, the majority of research studies in the area of engagement have focused on areas such as work design, leadership, and employee development, with considerably less attention being given to the problem of PM.

Keywords: employee engagement, sustainability, performance management.

BEST PRACTICES IN SUSTAINABLE TOURISM: A PILOT STUDY

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ABSTRACT

This paper highlights findings from a series of qualitative interviews conducted with 20 owners of tourism businesses (eco-lodges, hotels, resorts, tour operators) in 18 countries across Asia, Africa and the Middle East, for whom sustainability is a way of life. Their motivations for setting up a business venture that embodies the principles of sustainable tourism, and the philosophy and practices that exemplify their endeavours, make them true leaders in sustainability. Further, benchmarking on a set of 21 core criteria for sustainability, assessment is undertaken to identify key areas of strength as well as areas for improvement that can lead to better performance.

"Conventional wisdom" often has it that being sustainable comes at a price, i.e. only wealthy companies/countries can afford the luxury of sustainability initiatives. The findings from this study, which mainly covers small and medium sized tourism firms (tourism SMEs) from developing countries, demonstrate that across geographical and cultural diversity, it is passionate and committed leaders that are key to driving the sustainable tourism agenda, irrespective of their nation's state of economic development, the size of their businesses or the resources at their disposal. They are unified in their shared vision of operating a business that integrates the triple bottom line approach to sustainability, which is, taking into account environmental, social and economic sustainability.

This study concludes that for creating enduring value for all stakeholders, a tourism business must have the right motivation, long-term vision and guiding philosophy that 'responsible tourism is sustainable tourism'. Evidence suggests that sustainable practices of tourism operators in developing countries have a positive impact on the environment, the local community and the operators' business 'bottom line'.

Keywords: tourism, sustainable tourism, responsible tourism, environmental, social and economic sustainability, best practices in sustainable tourism.

INTRODUCTION

Tourism is one of the fastest growing industries in the world and a strong contributor to economic development and poverty alleviation. In 2013, the industry generated an estimated 9% of global gross domestic product (GDP) and one in eleven jobs worldwide. Over the past six decades, international tourist arrivals have shown virtually uninterrupted growth – from 25 million in 1950 to 278 million in 1980, 528 million in 1995, and 1087 million in 2013 (UN World Tourism Organization, 2014). The next 15 years will see sustained growth in the tourism sector, with the potential to reach 1.8 billion tourists by the year 2030 – that is, on an average, about 44 million additional tourist arrivals per year between 2015 and 2030 (UN World Tourism Organization, 2011).

However, with this opportunity come increasing challenges to maximize social and economic benefits while minimising the negative impacts of tourism. To achieve this balance, it is imperative that sustainability be at the top of the agenda for all tourism stakeholders. The UN World Tourism Organization (UNWTO) defines sustainable tourism as "tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities".

Given that small and medium sized tourism firms (tourism SMEs) make up the majority of the global tourism industry, they have a vital role to play in the future of a sustainable tourism industry (European Commission, 2003). Therefore, this study focuses on, and shines a spotlight on a selection of tourism SMEs that are leading the way in sustainable business practices. The aim is to share global best practices, and over time build a

databank of case studies showcasing business models that could be emulated by other tourism businesses and would-be tourism entrepreneurs in different parts of the world.

SAMPLE SELECTION AND METHODOLOGY

Tourism businesses that form the sample for this study were featured in the e-publication *Spotlight on Sustainable Tourism* over a period of two years (www.sostinternational.com). They were identified via online channels or through their participation in travel and tourism trade fairs and exhibitions. They were selected on the basis of their clearly defined responsible tourism policies or practices.

The 20 businesses that form the respondent set include eco-lodges, hotels and resorts, tour operators and bush camps located in 18 different countries: China, India, Indonesia, Jordan, Kenya, Malaysia, Morocco, Nepal, Palestine, Philippines, Sri Lanka, Thailand, Tunisia, Turkey, Vietnam, United Arab Emirates, Zambia and Zanzibar. 80% of these (16 out of 20) were indigenous businesses and small operators. All businesses were chosen from developing countries (with the exception of one that is based in the United Arab Emirates), in order to explore and seek evidence of sustainable tourism practices in different countries in the developing world.

The interviews conducted were qualitative in nature, with a guideline questionnaire covering four main aspects: motivation for setting up the business, sustainable tourism philosophy, sustainable business practices, and business impact evaluation. One-half of the interviews were conducted face-to-face and the other half via the internet (Skype). Respondents were also asked to complete a self-assessment worksheet (sent by email) on 21 core criteria for sustainability measurement.

The findings below are presented in a narrative style with expansive use of respondents' verbatim comments to 'hear' their stories in their own words. Where feasible, responses have been quantified.

KEY FINDINGS

I. Motivations for setting up a sustainable tourism business

A combination of factors drove business owners to adopt a sustainable tourism business model. These included ethical considerations, financial benefits and, for some, lifestyle considerations. Cutting across all, the binding factor was the keen awareness that for a tourism business to survive and flourish, the environment and the tourism product must be protected and preserved, and the local community must benefit.

"The primary motivation comes from wanting to protect the reef that is our livelihood and that of the thousands of people that rely upon them for their survival." – Nathan Cook, Eco Koh Tao Dive Resort, Thailand

"My partner and I conceived and designed Dwarka, as a small eco-resort totally one with nature. Our motivation was to preserve and nurture a small part of the natural beauty and heritage of our land." - Clement Edmond, Dwarka Eco-Resort, Goa, India

"Our motivation was to provide unique and authentic visitor experiences, and to do this in a way which provides sustainable economic opportunities for the local communities, generates revenue for the conservation of the natural environment and has a minimal footprint on the environment." - Nabil Tarazi, Feynan Eco-lodge, Jordan

"This eco-lodge came about because we wanted to combine our desire for a green lifestyle with a business that provides us a sustainable source of income; there's no chance of that without consideration for social and environmental sustainability." - Linda vant Hoff, Sarinbuana Eco-lodge, Bali, Indonesia

II. Guiding Philosophy

The underlying philosophy that guides the varied tourism businesses across geographies and cultures is that 'responsible tourism is sustainable tourism'.

"Our philosophy is clear and straightforward: environment protection should not be considered as a rival for tourism businesses or vice versa; rather tourism should be blended with the environment for a sustainable business." - Roshanlal Perera, Heritance Tea Factory, Sri Lanka

"Ecosphere strongly believes that economics can and must play a key role as a tool in conservation, co-operation and co-existence, essential for a sustainable future." – Ishita Khanna, Ecosphere, Spiti Valley, India

"Respect for local people, their cultures, traditions, religions and environment are essential to our philosophy and our tours, and we work hard to ensure our groups have a positive impact on the places and people visited." – Ali Keskin, EcoTurkey Travel, Tour Operator in Turkey

III. Sustainable Business Practices

Three-fourths of the business owners have a well-defined sustainability policy that guides their actions. This policy adopts a triple bottom line approach that takes into account environmental, social and economic sustainability. While practices vary, what stands out across all businesses is the owners' high level of commitment to the development of the local community and to conservation of the local culture, heritage and biodiversity. Some of the key areas of sustainable business practices are highlighted below:

- **Construction**: In the building construction phase, 80% of the business owners have incorporated local design elements, made use of local building materials and hired local manpower. Respect for natural and cultural heritage surroundings is characteristic of the eco-lodges and hotels.
 - ➤ Dar HI Eco-retreat, Nefta, Tunisia: Built in a typical Tunisian building style in harmony with local landscape; use of 100% indigenous building materials; use of local artisans and manpower
 - Polwaththa Eco-lodge, Gomaguda, Sri Lanka: Cabanas built in a natural setting of a forest garden; construction material all sourced locally; roofs made of thatched coconut leaves from local coconut trees; local villagers employed
 - > Dwarka Eco-resort, Goa, India: Thatched cottages built using natural, local materials; local carpenters, plumbers and electricians used for construction and maintenance
 - Alila Villas Uluwatu, Bali, Indonesia: Resort meets the rigorous EarthCheck 'Building Planning and Design Standard' criteria
 - Sarinbuana Eco Lodge, Bali, Indonesia: Housing designed for low visual & environmental impact following the natural lay of the land; traditional Balinese design; local sustainable timbers & materials harvested from the property or the surrounds, where possible, used for furniture & buildings

- **Energy, water and waste:** Efficient use of energy, water conservation and waste management practices abound across the various businesses. Some examples follow:
 - Sarinbuana Eco Lodge, Bali, Indonesia: use of energy saving & LED light bulbs throughout the property; use of energy saving front loading washing machines to reduce water and energy consumption; use of natural gas for cooking
 - ➤ Heritance Tea Factory, Nuwara Eliya, Sri Lanka: recycling of waste water, composting with solid waste, production of Bio Gas, prevention of air pollution with Bio Mass Gasification, fitting of aerators to the pipes to reduce the flow of water, conservation of rain water, maximum use of day light with transparent roofing sheets, environmental friendly fly control system
 - ➤ Urbn Hotel, Shanghai, China: energy efficient water-based air-conditioning system, low wattage lighting throughout the hotel, energy saving light setting in guest rooms, use of environmentally safe cleaning products, water recycling purification system, composting solid waste
- Purchasing and Supplies: Four-fifths of the businesses (80%) procure some or all supplies locally. Nearly one-third (30%) of businesses also have their own organic gardens in which seasonal fruits and vegetables are grown.
- Labour policy: Across all businesses, 50% to 95% of staff employed is local people, often from the local community or neighbouring villages/communities. Concerted effort is put into developing the local workforce through skills training.
- Local Community Development: Nine in ten businesses provide opportunity for local small entrepreneurs to develop and sell sustainable products that are based on the area's nature, history and culture.

Equally, 85% of the tourism businesses actively support a wide range of local community and conservation projects, contribute to local capacity building initiatives and fundraising efforts. Tourism businesses such as Loola Adventure Resort in Indonesia and El Nido Resorts in Philippines. have been very innovative in their approach to contribute to the local community:

"We offer our clients the opportunity to pay a few dollars more (about US\$20 per day) to engage in a meaningful activity such as road or bed building, personally donating mosquito nets and explaining what they're good for, building volleyball fields, inviting orphanages over for a games day at LooLa, and so on. Clients love this, and the vast majority (in particular school groups) take us up on it. That means that all these community efforts are a joyful occasion for the locals, our guests and our staff, and they aren't just revenue-neutral for us, they actually enhance sales because people like the model." - Dr. Marc van Loo, LooLa Adventure Resort, Bintan, Indonesia

"In 2003, when we decided to challenge a group of five local women to weave our guest amenity bags from palm leaves, as we were spending a lot on freight cost, buying and transporting them from Manila. Today, we have over 100 women all over El Nido weaving bags for our guests as complimentary amenity, saving us freight cost and creating meaningful livelihood." – Mariglo Laririt, El Nido Resorts, Palawan, Philippines

By and large, business owners lead by example in providing unequivocal support for initiatives aimed at maintaining, preserving and nurturing the local culture, heritage and biodiversity in the area where their businesses are located. In fact, over one-fourth of the business owners have launched a number of their own projects under their business' corporate social responsibility agenda.

IV. Benchmarking Best Practices

The Global Sustainable Tourism Council (www.gstcouncil.org), a global initiative dedicated to promoting sustainable tourism practices around the world, has created a set of 37 Global Sustainable Tourism Criteria that a tourism business should aspire to. These indicators are not meant to be the definitive set or all-inclusive, but a guideline for users to adapt and develop their own indicator sets, in line with local regulatory, environmental, social, economic or cultural conditions, and availability of resources (Global Sustainable Tourism Council, 2012).

Using the GSTC criteria as a guideline, an applicable set of 21 core criteria was developed to assess the 20 tourism businesses that formed the interview set. Business owners undertook this as a self-assessment exercise. The analysis that follows (Table 1) shows a high level of adherence to most sustainability criteria, though there is room for improvement. The main shortcomings are related to documentation, monitoring and measurement of sustainability practices, for example, energy consumption, water and waste management practices and their impacts.

Table 1: Sustainability Assessment

The organization	Yes (%) ¹
has a written mission statement and a code of conduct pledge for both on-site management and off- site tourism activities.	80%
has a written sustainability policy that provides the vision, goals and a framework for sustainability initiatives.	75%
communicates to guests a "do no harm" code of conduct which relates to the surrounding areas, cultural sites, and/or protected areas.	85%
promotes the principles of sustainable tourism through its marketing materials and web site.	100%
collects customer feedback and has a system for documenting the feedback.	100%
maintains up-to date environmental, health and safety, operational permits/licenses and approvals as required by law within the region where it operates.	95%
has a fair labour policy, conforms to local labour laws and meets or exceeds minimum wages for all salaried employees.	100%
has assigned an employee to oversee its sustainability initiatives and health and safety related policies.	90%
is not directly or indirectly involved in a dispute regarding environmental, socio-cultural, or economic regulations. All previous disputes have been resolved.	90%
measures the volume of garbage it recycles and composts as a percentage of total garbage it produces. It also has a policy to decrease solid waste including garbage, paper products, amenity bottles, and food service items.	75%
documents all chemicals/cleaning supplies on site and determine which ones are toxic and which are non-toxic.	75%

tracks the annual volume of potable water used and has a water conservation policy to conserve water and identify areas where water can be conserved.	70%
has clear guidelines regarding its supply chain purchases which include increasing the amount of locally-sourced, recycled, fair trade, and/or eco-friendly products purchased annually.	80%
commits to reduce its paper use, monitor its purchase of recycled/non-recycled paper products, and reduce the amount of non-recycled paper it uses.	100%
documents the annual electricity and fuel used for its operations and has a policy to conserve energy and maximize renewable energy sources when available.	80%
uses its documented energy records and its records of company travel to calculate its total net annual greenhouse gas (GHG) emissions, using a nationally or internationally accepted GHG calculator or protocol.	30%
has made a pledge to reduce motorized vehicle usage and this is communicated to employees and clients.	70%
has made a pledge to provide information on conservation-based philanthropic opportunities.	85%
has made a pledge to provide information on social, cultural, or community-based philanthropic opportunities.	90%
encourages its clients to buy locally produced products and services and/or visit locally owned businesses.	90%
does not jeopardize access to basic provisions for those within the immediate and neighbouring communities	100%

¹Percentage of businesses confirming they meet the criteria

V. Impact Evaluation

Business owners believe that their actions have had a positive impact on the environment, the local community and their business 'bottom line'. Key positive impacts were identified as:

	Yes ¹
Positive environment and social impact	85%
Operational efficiency leading to reduced costs	75%
Increase in business profitability	70%
Alternate livelihood generation for the local community	70%
Betterment of the local community	70%
High quality of guest experience	80%
Good will amongst the local community and guests	85%
Customer and employee engagement and loyalty	90%

¹Percentage of businesses confirming nature of impact

"Our sustainable tourism policies and practices bear manifold benefits: they have helped maintain the social and environmental integrity of the places we travel to; they have supported the local social organization by solidifying their network of volunteers, contributors and well-wishers; and finally, expanded our scope of operation and profitability." – Ace The Himalaya, Tour Operator, Nepal

"We measure our success by the positive environment and social impact we make in the local area. We are pleased that our project has helped the local economy and its people, and is helping to protect the natural green oasis of Nefta." – Laurence Shukor, Dar Hi Ecoretreat, Nefta, Tunisia

"Customers often comment on the environmental focus of our business that was an influential factor in their decision to choose our dive resort in Koh Tao. As a result, profitability has been buoyed by such support." – Nathan Cook, Eco Koh Tao Eco Dive Resort, Thailand

"Our conservation and efficiency measures have reduced our energy, water and other operational costs substantially, leading to a positive impact on the bottom-line, and minimal impact on the environment. Our gross operating profit is more than 60% while most hotels make about 40-50%." - Anthony Wong Kim Hooi, Frangipani Langkawi Resort & Spa, Langkawi, Malaysia

As a specific example, Frangipani Langkawi Resort & Spa, Langkawi reports substantial energy, water and other operational costs, as follows:

- Reduction in average per room energy consumption from US\$6 in 2006 to US\$5.5 in 2012
- Reduction in average per room water consumption from US\$1.4 in 2006 to US\$1.2 in 2012
- Saving on purchase of fertilizers due to composting saving of US\$0.65 per kg of compost prepared
- Resort's nursery propagating over 200 plants helps save at least US\$323 per month on purchase of plants.

Similarly, El Nido Resorts, Philippines reports positive impacts on a number of platforms, some of which are highlighted below:

- Non-biodegradable waste being ferried to Manila at a cost of US\$1,000 per month was turned over to a local company, thus reducing cost and at the same time providing livelihood in the local community
- Biodegradable waste is composted and used as soil conditioner for its own lettuce garden, saving the resort US\$7.50 per kg of lettuce, which was earlier bought and flown in daily from Manila.
- Over a hundred local women are employed to weave guest amenity bags, saving the company freight cost for transporting similar products from Manila, and at the same time creating meaningful local livelihood.

Notably, over one-half (55%) of the businesses have been recognized and received awards for their sustainable business practices in global competitions instituted by international organizations/associations such as the World Travel and Tourism Council and Wild Asia, National Geographic and Pacific Asia Travel Association (PATA).

For example, World Travel and Tourism Council's annual Tourism for Tomorrow Award was won by El Nido Resorts in 2013. Six tourism operators in the respondent set have been Finalists for the Award: Ecosphere, India, Feynan Ecolodge, Jordan, Basecamp Explorer, Kenya, Siraj Centre, Palestine, The Bushcamp Company, Zambia and LooLa Adventure Resorts, Indonesia.

Four tourism operators have been winners or finalists for the Wild Asia Responsible Tourism Award: Frangipani Langkawi, Malaysia, LooLa Adventure Resorts, Indonesia, Heritance Tea Factory, Sri Lanka, and Sarinbuana Ecolodge, Indonesia.

Two of the hotels – Alila Villas Uluwatu in Indonesia and Heritance Tea Factory in Sri Lanka, are also certified by Earthcheck, the world's leading certification program for sustainable business.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

While this study looks at a range of tourism entities in different developing countries, the sample size per country is limited to one or two firms. This is a key limitation, as the results can mainly be seen as indicative, and not conclusive. Further, the methodology for the interviews was qualitative in nature, and there is scope for future researchers to adopt a quantitative approach to test the main findings.

CONCLUSION

The findings demonstrate that across geographical and cultural diversity, passionate and committed business owners are leading the drive towards a sustainable tourism agenda, irrespective of their nation's state of economic development, the size of their businesses or the resources at their disposal. They are unified in their shared vision of a business that integrates the triple bottom line approach to sustainability - environmental, social and economic sustainability. This augurs well for the tourism industry.

For creating enduring value for all stakeholders, a tourism business must have the right motivation, long-term vision and guiding philosophy that "responsible tourism is sustainable tourism." Proactively identifying, educating and supporting potential leaders of tourism SMEs is perhaps one of the ways forward to ensure that the tourism of tomorrow meets the sustainability challenges that it faces.

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SUSTAINABLE LEADERSHIP: SYNTHESISING FRAMEWORKS

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PURPOSE

The purpose of this poster is to compare and conceptualise frameworks of sustainable leadership in order to synthesise understanding and implementation of the concept. A number of frameworks have been presented in the literature, although they haven't been synthesised to date.

DESIGN/METHODOLOGY/APPROACH

An integrative literature review will enable a conceptualisation of sustainable leadership. This will be achieved through an examination and synthesis of the five contributions on sustainable leadership

FINDINGS

From an analysis of the differing frameworks by Hargreaves and Fink (2007), Davies (2009), Casserley and Critchley (2010), Lambert (2011) and Avery and Bergsteiner (2011) a number of prominent characteristics were derived and depicted in model form. Internally, four themes are pivotal which are development opportunities for employees; short and long-term objectives; embedding sustainable leadership throughout the organisation and enhancing stakeholder considerations, and finally externally, organisations should consider managing environmental concerns. Each of these themes is discussed in the aforementioned frameworks and so allowed an individual consideration of key facets for implementing sustainable leadership.

RESEARCH LIMITATIONS/IMPLICATIONS

As there are so many elements presented throughout the five frameworks it has only been possible to derive the main similarities that are presented in each framework.

ORIGINALITY/VALUE

The value of this poster is to present a conceptualisation of sustainable leadership which could aid to deepen our current understanding of how sustainable leadership is defined and its salient features. This will assist practitioners in the implementation and evaluation of sustainable leadership in organisations.

Keywords: sustainable leadership, sustainability, culture, stakeholder considerations.

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