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Measuring Academic Leadership Effectiveness of Hospitality and Tourism Academic Administrators: A Transformation Leadership Framework

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I am submitting herewith a dissertation written by James Edward Talbert III entitled "Measuring Academic Leadership Effectiveness of Hospitality and Tourism Academic Administrators: A Transformation Leadership Framework." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Retail, Hospitality, and Tourism Management.

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(Original signatures are on file with official student records.)

**Measuring Academic Leadership Effectiveness of Hospitality and Tourism Academic
Administrators: A Transformation Leadership Framework**

A Dissertation Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

James Edward Talbert, III

August 2014

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Dedication

I would like to dedicate my dissertation work to my family, my dissertation committee chair, and to my late academic mentors. First, I dedicate my dissertation to my parents, Jim and Edith Talbert. To my father, you are the best man I have ever known, the best father a son could want or ask for, and the strongest person I have ever known. There are no words that can express my love and gratitude for the sacrifices you have made for the family and me. To my mother, thank you for your love, kindness and encouragement throughout the years. You have been my anchor throughout my life and my best friend. I hope and aspire everyday to be more like you both. To Mandy and Terrie, it has been my honor to call you my sisters. I deeply love and care for you both and know this would not have been a reality without either of you.

I also dedicate this dissertation to my esteemed dissertation committee chair, Dr. Wanda Costen. When everyone turned his or her backs on me; you were there. When I could not fight a battle; you were my gladiator. When I lost hope; you were my academic cheerleader. Dr. Costen, I am indebted to you for your strength, fortitude and compassion throughout this process. Thank you for never letting me lose faith throughout all of the hardships and challenges. You are my champion.

Lastly, I dedicate this dissertation to my late academic mentors, Dr. John Antun and Dr. E. Grady Bogue. To Dr. Antun and Dr. Bogue, I am saddened that you both are not here to celebrate this accomplishment, but I know you both have been watching over me the past few years. I am so very lucky to have been your student in the classroom and in life. Your wisdom and words will always live within my heart and mind.

Abstract

The purpose of this research is to extend the existing knowledge of academic administrator leadership behaviors that are necessary for effective academic leadership in hospitality and tourism higher education, as viewed through the transformational leadership framework. This study also investigated hospitality and tourism administrators' previous industry experience, management experience, and management experience in the industry. This dissertation research was guided by three primary objectives. First, this study aimed to develop a model that measures hospitality and tourism academic leadership effectiveness. Second, this dissertation intended to explore the relationship among different leadership styles & leadership effectiveness. Third, this dissertation aspired to measure the importance or impact of previous industry management or leadership experience on hospitality and tourism academic leadership effectiveness.

The sample population for this empirical study is hospitality and tourism academic administrators located in the United States selected from the International Council on Hotel, Restaurant and Institutional Education's (ICHRIE) online publication the Guide to College Programs. The hospitality and tourism academic administrators were asked to complete a self-administered online questionnaire that included questions from (1) the Multifactor Leadership Questionnaire© to ascertain an aggregate measurement of transformational leadership behaviors, (2) the Higher Education Leadership Competencies (HELC), a five component scale that has been established as a comprehensive set of leadership competencies of effective senior leaders in higher education that are necessary or important for effective academic leadership, and (3) general academic administrator demographical information. The survey was sent via email

message to 373 hospitality &/or tourism academic administrators in the United States. Of the 373 surveys invitations distributed, 80 academic administrators completed the entire survey for a 23% response rate. The respondents represented 66 different institutions.

ANOVA results indicated that hospitality and tourism academic administrators' transformational leadership behaviors increase their leadership effectiveness. Moreover, participants who scored higher on the MLQ©, also scored higher on the HELC factors of Analytical, Communication, Behavioral, and External Relations. Finally, the findings indicated that previous industry experience moderated the relationship between the participants' transformational leadership behaviors and leadership effectiveness.

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Chapter 1:

Introduction

Today's higher education institutions are facing numerous political, economic, social, technological, legal, environmental and ethical quandaries. Decreases in the public's trust in higher education practices and an increase in competition for scarce resources have resulted in demands for administrators of academic institutions to demonstrate their productivity, effectiveness, and efficiency (Rosser, Johnsrud & Heck, 2003). Academic administrators are tasked with confronting the difficulty of effectively balancing the demands of administrative control and faculty autonomy (Brown & Moshavi, 2002; Bennett, 1998; Birnbaum, 1992).

These academic administrators provide leadership, establish the departmental culture, which ideally includes a supportive and collaborative atmosphere, identify the means of increasing operational effectiveness, and are ultimately accountable for departmental performance (Gomes & Knowles, 1999; Harris et al., 2004). Typically academic administrators are selected from the faculty ranks (Carroll & Wolverton, 2004), primarily because they have excelled as scholars, and less as the result of having held previous leadership positions, possessing managerial experience, or having demonstrated leadership abilities (Bryman, 2007). Yet, research has shown that the majority of faculty are often dissatisfied with their administrators' leadership effectiveness (Kalargyrou & Woods, 2009; Lewis & Altbach, 1996).

To date, there have been a limited number of studies that focus on academic administrator leadership conducted in the hospitality and tourism discipline. In twenty-five years, only eleven scholarly articles authored by hospitality & tourism scholars have probed academic leadership (Alexakis, 2011; Dredge & Schott, 2013; Law et al., 2010), and several scholars have

recently expressed that more quantitative research is needed to explore the potential leadership behaviors that academics display in the context of higher education (Dredge & Schott, 2013; Pearce, 2005). Relatedly, only one of these articles is grounded in a leadership theory or rooted in a framework originating from a recognized leadership approach (Chacko, 1990). Furthermore, the majority of these articles do not acknowledge the previous hospitality and tourism academic leadership literature in the discipline, which jeopardizes the development of this field (hospitality and tourism academic leadership).

In an effort to expand the field of hospitality and tourism academic administrator leadership, it seems appropriate to include the leadership perspectives presented in studies of the hospitality and tourism industry. To determine the relevant underpinnings that are devoid in the hospitality and tourism academic leadership literature, it will be necessary to explore the hospitality and tourism industry leadership literature, as well as higher education leadership literature, to uncover any topical agreements or divergences in the hospitality and tourism leadership literature. Given the recent attention (Brownell, 2010; Phelan, Mejia & Hertzman, 2013) on the importance of academic leadership in the hospitality and tourism discipline, such a review is not only necessary, but also justifiable. A desired outcome of this dissertation is that it will provide a means to fill the current gaps in the hospitality and tourism academic administrator leadership literature.

Statement of the problems

Specifically, the problems that exist in the hospitality and tourism academic administrator leadership are as follows. First, there is a serious lack of academic leadership studies in hospitality and tourism grounded in a recognized leadership theory: the exception being Chacko

(1990). This neglect of leadership studies in the hospitality and tourism academic literature is a pressing problem, because it could not only negatively affect the development of the hospitality and tourism academic community, but it could also impact the effectiveness, efficiency, and profitability of individual hospitality and tourism educational institutions as demands increase to improve performance and anticipate change. Pittaway et al. (1998) explains this leadership conundrum clearly by stating:

“As increasing demands are made on all hospitality organisations to improve their performance, to anticipate change and develop new structures, the importance of effective leadership performance may be essential to ensure that change leads to increased effectiveness, efficiency and hence profitability (Zhao and Merna, 1992; Slattery and Olsen, 1984). Although researchers cannot necessarily assume that ‘better’ leadership leads to ‘better’ business performance some understanding of the relationship between leadership and business performance is required” (p. 408).

Second, there are numerous exploratory and evaluative hospitality and tourism leadership studies (Tesone, 2005; Chesser et al., 1993; Kalargyrou, 2009; Kalargyrou & Woods, 2009; Kalargyrou & Woods, 2012) that do not apply established statistically reliable scales or measures. Third, there is an abundance of studies that employ ranking practices (Kalargyrou, 2009; Partlow & Gregoire, 1993), skills-based approaches (Kalargyrou, 2009; Kalargyrou & Woods, 2009), role categorization (La Lopa et al., 2002; Kalargyrou & Woods, 2012), and task / responsibility / activity corroboration (La Lopa et al., 2002; Partlow & Gregoire, 1993) instead of more rigorous statistical analytical methods. Fourth, there is a lack of hospitality and tourism leadership studies that examine the influence of administrators’ previous management experience, industry experience, and management experience in the hospitality and tourism industry. Last, there is a

fundamental absence of outcome-based leadership research resulting in a lack of theoretical model development (Chesser et al., 1993; Partlow & Gregoire, 1993, Kalargyrou, 2009).

Therefore, it is critical that these voids in the literature be addressed.

Purpose of the study

The purpose of this dissertation study is three-fold: (1) to develop a model that measures hospitality and tourism academic leadership effectiveness, (2) to explore the relationship among different leadership styles & leadership effectiveness, and (3) to measure the importance or impact of previous industry management or leadership experience on hospitality and tourism academic leadership effectiveness.

This study applies higher education academic leadership perspectives and leadership models to the hospitality and tourism academic discipline. As such, this study will establish a new avenue of research not present in the extant hospitality and tourism academic leadership literature.

Research questions

The research questions that will guide this dissertation are as follows:

RQ1. What makes hospitality and tourism administrators effective leaders?

RQ2. Is there a relationship between the type of leader an academic administrator is and leadership effectiveness?

RQ3. What impact does an academic administrators' industry experience have on leadership effectiveness?

RQ4. What impact does an academic administrators' managerial experience have on leadership effectiveness?

RQ5. What impact does an academic administrators' managerial experience in the hospitality and tourism industry have on leadership effectiveness?

Significance of the Study

This dissertation study is the first of its kind, and will not only significantly contribute to the hospitality and tourism academic literature, but it will also extend the higher education administrator literature, and set the foundation for future research. From a theoretical perspective, this dissertation will consolidate the operationalized leadership approaches in both the hospitality and tourism academic leadership literature and the hospitality and tourism industry/discipline leadership literature. Additionally, this study will contribute to the current hospitality and tourism knowledge base by providing a thorough review of the extant literature on hospitality and tourism academic administrators and identify what gaps exist. Thus, this dissertation will not only coalesce the existing hospitality and tourism leadership literature, but also provide a foundation for future leadership scholars in the hospitality and tourism discipline.

Moreover, this research will employ a recognized leadership theory, transformational leadership, which has not been facilitated in the hospitality and tourism academic administrator leadership literature. By assessing hospitality and tourism academic administrators through this, as yet unexplored, leadership approach, this study benefits practice and policy by providing an innovative approach for universities, and hospitality and tourism programs, to evaluate hospitality and tourism administrators. Finally, this study will provide future hospitality and

tourism researchers with a valid and reliable method and instrument to extend the present leadership literature into a new branch of investigation and exploration.

Summary of Conceptual Framework

As the following literature review will illustrate, hospitality and tourism academic administrators have not been adequately studied in respect to leadership behaviors. Thus, the proposed study seeks to investigate hospitality and tourism academic administrators by using a transformational leadership framework, in order to ascertain their leadership effectiveness. Even though higher education hospitality & tourism scholars have probed academic leadership through a variety of theoretical lenses, perspectives, and styles (Alexakis, 2011; Dredge & Schott, 2013; Law et al., 2010), several scholars (e.g. Dredge & Schott, 2013; Pearce, 2005) have recently expressed that more quantitative research studies should be conducted to explore the leadership behaviors and styles that academics display in the context of higher education. It has been vied over for the past twenty-five years that the transformational leadership approach is most relevant to hospitality & tourism (Brownell, 2010; Bass, 2000; Bass & Avolio, 1995; Avolio & Gardner, 2005; Hinkin & Tracey, 1994; Tracey & Hinkin, 1996; Tichy & Ulrich, 1984). However, hospitality & tourism academic administrators have been omitted from prior studies utilizing the transformational leadership approach. This exclusion is problematic, because the previous studies' findings may be generalizable to this population.

Considering the germaneness of the transformational leadership approach to the hospitality & tourism discipline, and the importance of understanding the relationship between academic administrators leadership behaviors and leadership effectiveness, it seems that a more comprehensive understanding of their interconnectedness is also needed. Moreover, it is critical

to explore the effectiveness of hospitality and tourism education administrators, because in higher education, the performance and effectiveness of the academic unit rests in the hands of its academic administrator (Brown & Moshavi, 2002).

Past research has shown that poor departmental leadership can negatively affect faculty, recruitment of new faculty, students, and other stakeholders (Gomes & Knowles, 1999). Furthermore, Brown & Moshavi (2002) provides general support from the higher education literature for the notion that department chair transformational leadership behaviors are associated with measures of effectiveness. In a higher education setting, the positive relationship between transformational leadership behaviors and academic leadership effectiveness may affect work unit outcomes through the recurrent displays of transformational behaviors. Considering the conditions currently existing in higher education, it can be postulated that transformational leadership is necessary for establishing the vision of academic units, and motivating faculty to pursue that vision.

Given the abundant number of existing research on academic leadership effectiveness, some deficiencies appear to exist in the area of hospitality & tourism academic administration. First, there is a dearth of empirical studies measuring hospitality & tourism academic administrators' leadership effectiveness. Since there are specific aspects of leadership effectiveness that are "more strikingly connected to the specific milieu of higher education" (Bryman, 2007, p. 707), research investigating these eccentricities would garner empirical evidence that does not presently exist, and provide future scholars with a foundational study upon which to build. Moreover, leadership effectiveness studies are a valuable and cost-effective source of information to hold academic administrators accountable for their performance (Rosser et al., 2003). However, there are few empirical studies of leadership effectiveness in higher

education (Bryman, 2007) or in hospitality & tourism education in particular (Kalargyrou & Woods, 2009). Furthermore, leadership studies, expressly those exploring leadership behaviors in hospitality and tourism education are sparse (Kalargyrou & Woods, 2012). It is critical that this gap be addressed.

This study examines the relationships between transformational leadership style and academic leadership effectiveness for hospitality and tourism education administrators in higher education. This study extends prior research in three primary ways:

1. It is conducted in the hospitality and tourism discipline.
2. It focuses on academic administrators, who oversee an academic unit, lead faculty members, and directly impact the academic units' effectiveness.
3. This study's measures provide the opportunity to not only examine both previously tested and theorized relationships in cross-examination, but also develop a foundation for further academic leadership studies in the hospitality and tourism discipline.

Summary of Methodology

The purpose of this research is to extend the existing knowledge of academic administrator leadership behaviors that are necessary for effective academic leadership in hospitality and tourism higher education, as viewed through the transformational leadership framework. The sample population for this empirical study is hospitality and tourism academic administrators located in the United States selected from the International Council on Hotel, Restaurant and Institutional Education's (ICHRIE) online publication the *Guide to College Programs*. The hospitality and tourism academic administrators were asked to complete a self-administered online questionnaire that included questions from (1) the Multifactor Leadership

Questionnaire© to ascertain an aggregate measurement of transformational leadership behaviors (Bass & Avolio, 2004), (2) the Higher Education Leadership Competencies (HELC) a five component scale that has been established as “a comprehensive set of leadership competencies of effective senior leaders in higher education” that are necessary or important for effective academic leadership (Smith & Wolverton, 2010, p. 63), and (3) general academic administrator demographical information. Utilizing this information, I will conduct a cross-sectional analysis of the hospitality and tourism academic administrator participants to determine the prevalence of transformational leadership behaviors in relationship to the forms of higher education leadership competencies, as a proxy for academic leadership effectiveness outcomes.

Definition of Terms

Academic administrator: In a higher education institution, an academic administrator is someone who (1) leads a unit and has a headship, (2) directs the actions and activities of other people, (3) has an authority, influence, or power in a given situation, (4) undertakes the responsibility for achieving certain objectives through these efforts, and (5) is responsible for the instructional leadership (Kalargyrou, 2009; Boles & Davenport, 1983; Bureau of Labor Statistics, 2008; Katz, 1974).

Competencies: “(S)uch as knowledge, skills, behaviors, and attributes, that are important for effective leadership and strengthen the probability of achieving desirable organizational outcomes has practical implications that might prove useful” (Smith & Wolverton, 2010, p. 61).

Hospitality and tourism education: A "field of multidisciplinary study which brings the perspectives of many disciplines, especially those found in the social sciences, to bear on particular areas of application and practice in the hospitality and tourism industry" (Riegel, 1995, p. 6). Simply put, it is a field devoted to preparing students, generally, for management positions in hospitality. The hospitality student benefits from the merging of several educational models, including business and the social sciences (Barrows & Bosselman, 1999, p. 3-4).

Leadership: Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Specifically, (1) leadership is a process; (2) leadership involves influence, (3) leadership occurs in a group context, and (4) leadership involves goal attainment. (Northouse, 2007, p. 3)

Leadership effectiveness: Effectiveness concerns judgments about a leader's impact on an organization's bottom line (i.e., the profitability of a business unit, the quality of services rendered, market share gained, or the win-loss record of a team)... Nevertheless, effectiveness is the standard by which leaders should be judged; focusing on typical behaviors and ignoring effectiveness is an overarching problem in leadership research. (Hogan et al., 1994, p. 494).

Transformational leadership: Northouse (2007) defines transformational leadership as: "Transformational leadership is concerned with improving the performance of followers and developing followers to their fullest potential (Avolio, 1999; Bass & Avolio, 1990). People who exhibit transformational leadership often have a strong set of internal values and ideal, and they

are effective at motivating followers to act in ways that support the greater good rather than their own self-interests (Kuhnert, 1994)” (p. 181).

Transactional leadership: Northouse (2007) defines transactional leadership as:

“Transactional leadership differs from transformational leadership in that the transactional leader does not individualize the needs of subordinates or focus on their personal development.

Transactional leaders exchange things of value with subordinates to advance their own and their subordinate’s agendas (Kuhnert, 1994). Transactional leaders are influential because it is in their best interest of subordinates to do what the leader wants (Kuhnert & Lewis, 1987)” (p. 185).

Chapter 2:

Literature Review

This literature review will be organized into three parts: (1) description and critique of scholarly literature, (2) inferences for the forthcoming study and (3) the theoretical/conceptual framework for the forthcoming study. First, I will begin by presenting the relevant academic administrator leadership literature focused on hospitality and tourism academic administrators, and discussing the key findings and implications for the current study. After I have presented the relevant literature, I will identify the gaps in the literature. In part two, I will analyze and synthesize the sources to draw inferences applicable for my research agenda, and explain how my dissertation study fills the gaps that exist, and the importance of these gaps being filled. Then, I will discuss the empirical studies that have measured higher education leadership outcomes to forge the framework for the forthcoming study. In section three, I will provide an explanation of the theory and set of interrelated constructs that will provide the perspective through which the research problem will be addressed, as well as present the hypotheses.

In conducting this literature review, the researcher decided to search for articles in refereed journals for the period 1988-2013. The overarching reason for this date restriction is that (1) the only hospitality and tourism study of academic administrators that used a existing leadership theory was published in 1990, (2) the only study that previously reviewed the hospitality and tourism leadership literature was published in 1989, and (3) by expanding this search from 10 years to 25 years, it doubled the number of relevant leadership publications.

Hospitality and Tourism Academic Administrator Leadership

After a thorough review of the hospitality and tourism literature, the researcher discovered that there have been eleven studies focused on academic administrator leadership. Furthermore, only one article is grounded in a leadership theory or rooted in a framework originating from a leadership approach. Prior to synthesizing these studies, it is important to note that the majority of these articles do not acknowledge the previous leadership literature in the discipline, which constitutes a void in the study of hospitality and tourism academic leadership. In this section, I will review each of these articles in chronological order to establish a foundation for my research inquiry. I will conclude with a detailed synthesis focused on the gaps in the literature. Last, I will present my study and illustrating how it fills the gaps that I will identify and highlight.

Chacko (1990) investigated the relationships between of hospitality education program administrators in the United States and their direct supervisors. The purpose of Chacko (1990)'s study was two-fold: (1) to examine the relationships between administrators' motivational needs and their choice of upward-influence methods and (2) to explore the relationship between choice of methods of upward influence and administrators' perceptions of their supervisors' leadership styles. The sample population was 144 randomly selected hospitality education administrators, specifically program heads of departments, at two-year and four-year higher educational institutions.

Of the academic administrator leadership studies in hospitality and tourism, Chacko (1990) was the only article that utilized, adapted, or operationalized an acknowledged leadership instrument, the Leader Behavior Description Questionnaire - Form XII (LBDQ). The LBDQ was

designed to describe leader behavior (Stogdill, 1962). Although Chacko (1990) only used two subscales of the LBDQ - initiation of structure and consideration - the results did “provide a better understanding of the hospitality education administrators use of power and influence” (p. 258). Chacko (1990) explains initiation of structure as “clearly defines own role and lets followers know what is expected” and consideration as “regards the comfort, well-being, status and contributions of followers” (p. 258).

Chacko’s finding that subordinates are more likely to use higher authority and assertiveness to influence a supervisor who exhibits behavior low in consideration and initiation of structure has an important implication; chiefly that those leaders who exhibit these leader behaviors are often viewed as ineffective leaders (Owens, 1981). Chacko (1990) found that administrators who are high in consideration and initiation of structure are viewed as more effective leaders. Consequentially, Chacko’s (1990) study does present a well-honed leadership framework; however, the LBDQ was designed for use only as a “research device and is not recommended for use in the selection, assignments, or assessment purposes” (Stogdill, 1962, p. 8).

Chesser, Ellis & Rothberg (1993) addressed two research questions: (1) is it possible for faculty members in hospitality departments to lose their vitality or motivation, and (2) if they do lose their vitality or motivation, how can they be revitalized. Furthermore, Chesser et al. (1993) promotes that “effective leadership of the long-term faculty member includes an administrative effort to help faculty members pursue the goals most amenable to their individual personal agendas” (p.74). Even though Chesser et al.’s (1993) article is not empirically validated and does not provide substantial quantitative evidence of their conclusions, it does provide some unique

insights into administrator strategies in hospitality education and a unique perspective of the challenge of motivation.

Specifically, Chesser et al. (1993) state that (1) “it is crucial that the administration instill a renewed sense of purpose in the long-term faculty member by encouraging the development of meaningful and realistic goals for institutional and personal excellence that can be anchored to the interests of each individual”, (2) “effective leadership of the long-term faculty member includes an administrative effort to help faculty members pursue the goals most amenable to their individual personal agendas”, and (3) that “a motivated faculty member is, and will continue to be, crucial to the quality of hospitality education” (p. 74). These findings are relevant to this study because individualized sense of purpose, assisting faculty to pursuing goals, and motivating faculty are absolutely necessary for effective academic leadership. Furthermore, Chesser et al. (1993) substantiates the administrator’s role as a motivator, developer, accommodator, and influencer. These are all roles associated with the definition of effective leaders in this study.

In an effort to identify responsibilities that could be included in a position description for hospitality management program administrators, Partlow & Gregoire (1993) gathered hospitality and tourism administrators’ perceptions of these activities and the time each administrator spent on them. By sampling 98 administrators, who were listed in *The Guide to Hospitality and Tourism Education 1989-1990* (CHRIE, 1989), participants were asked to rate the importance and time demand of 15 activities on a three-point scale ranging from 1 (of little importance) to 3 (of great importance). Interestingly, leadership goal formation or setting the departmental direction is not expressed or reflected in the list of activities, or in the responsibilities for the hospitality management program administrator job description. This finding suggests that the

role of establishing and pursuing unit goals, which is a tenet of effectiveness, is a discounted issue in the literature that this study will address.

Still, there were some thought-provoking discoveries from this study. Essentially the study revealed that only 6 of 98 administrators had written job description back in 1993. Twenty years later, it would be interesting to pose this question to academic administrators in hospitality and tourism programs to measure any changes. Additionally, while the *Handbook for Accreditation* (CHRIE, 1990) states that the hospitality program must have “leadership that is effective and consistent with its objectives”, the handbook does not specify what responsibilities the leader should have, because programs are given flexibility to determine their administrator’s appropriate role. This validates the need for this study’s investigation into the effective leadership qualities of hospitality and tourism academic administrators. Granted Partlow & Gregoire (1993) set out to coalesce rudimentary hospitality management administrator activities to establish a set of key responsibilities, but most of these activities are not measureable. This is a recurring gap in most of the literature on hospitality and tourism academic administrators.

Probably the most extensive study of hospitality and tourism administrators, La Lopa, Woods & Lui (2002) profiled 175 hospitality and tourism department chairs in terms of (1) the nature of their position, (2) their perceptions of future trends in hospitality and tourism education, especially as they relate to curriculum changes, and (3) basic demographic information on the individuals in these positions and their programs. This study was so extensive because: (1) it had the highest response rate of any study on hospitality and tourism academic administrators; (2) it segmented administrators by the location of the program in the university system (i.e. business college, human ecology, separate college, agricultural, etc.), which had not been done to this extent before in the hospitality and tourism literature; (3) it segmented

administrators by the specific job title (i.e. dean, director, chair, etc.), which also had not been done to this degree before in hospitality and tourism; and (4) it segmented administrators based on their area of expertise and employment background.

One of the major strengths of this study was that, unlike previous studies, it segmented the four key roles of department chairs. Each of these roles contained a set of specific tasks that chairs performed. Based on studies from McLaughlin, Montgomery, & Malpass (1975) and Tucker (1981), these roles were defined as academic, administrative, service, and leadership. Of particular relevance to this study, the leadership role was described as “tasks related to academic personnel and program development” (La Lopa et al., 2002, p. 92). Operating a definition of leadership found in the hospitality literature (Breiter & Clements, 1996), La Lopa et al. (2002) describes leadership as “a person’s ability to create a vision for the future” (p. 92). Although I am not defining leadership this way, my study does explain that the ability to create a vision for the future is a necessary component for effective academic leadership.

La Lopa et al. (2002) suggest that the two most important goals of leadership are (1) “developing the abilities of faculty members” and (2) “maintaining academic freedom” (p. 92) and that these goals consist of two major types of duties. These leadership duties are (1) the provision of leadership for department faculty members, and (2) program development. The authors state that the “department chair functions as a kind of personnel specialist, selecting, supporting, developing, and motivating faculty members” (La Lopa et al., 2002, p. 92). The chair’s duty in program development “revolves around the ability to help a department obtain a high level of professional excellence” (La Lopa et al., 2002, p. 92). La Lopa et al. (2002) notes that department chairs “formulate the visions for their programs and work within the capacity of this role to achieve them” and that “reading the future and reacting to it play important parts in

achieving” professional excellence (p. 92). This signals that creating a vision and being future-oriented are necessary components for effective academic leadership, which supports the tenets and need for this study.

Despite the fact that La Lopa et al.’s (2002) study is probably the most extensive study of hospitality and tourism administrators to date, two major concerns should be addressed. First, the results are devoid of information or findings on the leadership role, which were expressed in the literature review as one of the four key roles of the department chair’s job as conveyed in the framing articles of McLaughlin et al. (1975) and Tucker (1981) (La Lopa et al., 2002, p. 89). Secondly, in La Lopa et al.’s (2002) discussion of the leadership role, it is explicitly communicated that the leadership role not only “involves tasks related to academic personnel and program development”, but actually involves a “cluster of roles” as described by Seagren et al.’s (1994) study of academic leadership of community colleges (p. 92). This “role cluster is composed of five primary roles: visionary, motivator, entrepreneur, delegator, and planner” (La Lopa et al., 2002, p. 92). Yet none of these leadership tasks or role clusters was ever addressed in the results or findings. This confirms that hospitality and tourism leadership literature fails to incorporate the vast number of administrator leadership studies that have been conducted in higher education administration, which gives strong credence to the importance and need for this study.

Tesone (2005) developed a model for leadership/constituency relations during times of dynamic change in hospitality academic institutions. Through a detailed discussion of traditional views of leadership development, emerging leadership models, systems theory, change agency and meaning systems, Tesone (2005) views administrators, specifically deans or directors, as either catalytic agents or change agents. Catalytic agents are described as “an executive level

leader who imposes institutional perturbations that result in evolutionary change” (Tesone, 2005, p. 146). Tesone (2005) views change agents as the precursors of catalytic agents that “[practice] on a sub-system level” and fill the academic positions of Associate Dean/Director, Assistant Dean/Director, or Chair (p. 146). Tesone (2005) recognized that “regardless of the approach taken to understand and teach leadership”; administrators “must observe behaviors and attempt to identify the characteristics and processes of leaders” (p. 139). Because Tesone (2005) views leadership as a set of behaviors, characteristics and processes (not as a set of abilities, skills and challenges as much of the extant research does), this further supports and validates my study’s perspective.

Another important insight from Tesone (2005) is that “leaders within organizations and institutions” should “become stewards of the entity’s sustainability, which includes the responsibility to enact continuous change resulting in internal environmental disequilibrium” and that “leaders are charged with creating a sense of stability for the individuals and groups associated with the internal environment” creating the appearance of a “leadership-paradox” (p. 138). Alas, Tesone’s (2005) study possessed some critical impediments such as (1) only providing an initial discussion of a possible theory and its conceptual development, (2) not having any empirical evidence to validate the theory, (3) not including replicable methods for additional research, and (4) not being grounded in leadership theory. This study echoes the need for the current study, because it also fails to incorporate either a recognized leadership theory, or draw from the vast amount of higher education administration leadership literature.

Using the skills-based approach to academic leadership, Kalargyrou (2009) investigated fifty hospitality and tourism faculty (n=29) and administrators (n=21) perceptions to: (1) “examine the required skills that make administrators in hospitality management education

effective”; (2) “study challenges faced by hospitality management administrators”; and (3) “explore the advantages and disadvantages of hiring professional managers or deans and department chairs in academic leadership positions” (p. 6). Kalargyrou’s (2009) study was grounded in Katz’ (1955) taxonomy of skills for effective administrators emanating out of management theory. These skills were expressed as technical skills, human skills, and conceptual skills (Katz, 1955). Pulling from the Koontz & Weihrich (1998) and Moshal (1998) studies, Kalargyrou (2009) added problem-solving, decision-making and administrative skills. Additionally, Kalargyrou (2009) amalgamated the leadership skills strataplex taxonomy “from the study of Mumford, Campion and Morgeson (2007) that proposed a model with four categories of leadership skills [:] cognitive, interpersonal, business, and strategic skills” (p. 22).

Kalargyrou (2009) found “the predominant required skills that define leadership effectiveness were communication skills, ethics, and the ability to learn and adapt in the changing environment of higher education” (p. 180). The respondents “ranked business skills ... as the most important leadership skills followed by cognitive, interpersonal and strategic” skills (Kalargyrou, 2009, p. 165). The faculty and administrators remarked that the “main challenges that leadership is facing are dealing with faculty and financial constraints” (Kalargyrou, 2009, p. 180).

This study was the first to apply the skills approach in a leadership study of academic administrators in hospitality and tourism education, but there are a number of complications in such an approach. First, “the skills approach frames leadership as capabilities (knowledge and skills) that make effective leadership possible” (Northouse, 2007, p. 44; Mumford et al., 2000), and it does not prescribe what leaders actually do to be effective leaders. Second, the typical outcomes of skills-based leadership approaches are effective problem-solving and performance,

not leadership effectiveness (Northouse, 2007; Mumford et al., 2000). As Northouse (2007) states “the skills model is weak in predicative value” and “does not explain how a person’s competencies lead to effective leadership performance” (p. 67). Moreover, it should be noted that Kalargyrou (2009) does not explicitly delineate the difference between the term effective leadership and the construct leadership effectiveness. These terms are used interchangeably, despite being two different and independent concepts. Third, the skills-based approach model “seems to extend beyond the boundaries of leadership, including, for example, conflict management, critical thinking, motivation theory, and personality theory” (Northouse, 2007, p. 67).

Esoterically speaking, a person can possess any skill or ability, but it is the application or exhibition of that skill or ability at the appropriate time or in the proper situation that would dictate effective use of that skill or ability. For instance, being able to communicate effectively is critical to leadership effectiveness, but if an administrator does not know how or when to say what needs to be said, the quality of the communication matters little. Thus, the administrator will be ineffective. Based on this example, one can conclude that it is the demonstration of the skill or activity, or the behaviors exhibited, which are more related to effective leadership. This is a key component of the current study and reiterates this study’s necessity.

A major contribution of Kalargyrou’s (2009, p. 28) study is the review of leadership theories that “attempt to explain the factors involved either in the emergence of leadership or in the nature of leadership and its consequences” (Bass, 1990). While Kalargyrou (2009) is one of the few studies that I found that included a review of leadership theories as its foundation; it only briefly reviews six leadership theories and leadership approaches such as the “great man” theory, trait theory, situational theory, behavioral theory/style approach, contingency theory, and

transformational theory. However, Kalargyrou (2009) is not framed in any of these leadership theories.

In what appears to be an extension of Kalargyrou (2009), Kalargyrou & Woods (2009) conducted a pilot study of 8 participants (one dean, three department chairs and four faculty members) to “define skills needed for good academic leadership in hospitality management education” (p. 22). This study compared and contrasted “the opinions of faculty and administrators about leadership skills and challenges in hospitality management education” (Kalargyrou & Woods, 2009, p. 27). Kalargyrou & Woods (2009, p. 22) operated Bass’ (1990) definition of leadership as:

“an interaction between two or more members of a group. Leaders are agents of change; persons whose acts affect other people more than other people’s acts affect them.

Leadership occurs when one group member modifies the motivation or competencies of others in the group” (Bass, 1990, p. 19).

Although this was an exploratory study, there appears to be some misinterpretations in this study. For example, the authors listed items such as extroversion, creativity, diplomacy, credibility, professionalism and ethics as skills. Argumentatively, these terms are not skills, but behaviors, qualities, principles or values. This constitutes a significant weakness even in an exploratory study.

Another recent significant contribution to the hospitality and tourism academic leadership literature, Ladkin & Weber (2009), delivered critical insight into the career profiles and strategies of tourism and hospitality academics. The purpose of this study was “to provide insights into the professional background, career profiles, and strategies of academics who

comprise the current tourism and hospitality academic workforce” (Ladkin & Weber, 2009, p. 375).

Ladkin & Weber (2009) surveyed 374 hospitality academics compiled from the membership directories from various international tourism and hospitality associations from 4-year degree-granting institutions in the United States, United Kingdom, Canada, and Australia. The survey was comprised of five sections, each with a specific objective. The first section asked respondents about their careers in academia in general (sample questions included - year of entry into academia, particulars about respondents’ first full-time positions, and their industry work experience). Section 2 inquired about respondents’ career histories, focusing on their last five academic positions (sample questions included job titles, employers, locations, whether the positions were tenured or contract-based, the three key responsibilities the positions entailed, and the reason(s) for leaving those positions). Ladkin & Weber’s (2009) third section explored respondents’ perceptions of the importance of career strategies in the current job market and on their own career advancement, job satisfaction, and perceived barriers to career advancement. The fourth section queried respondents on their skill competencies. The final section gathered demographic information including gender, age, education, marital status, nationality, and country of residence.

Limitations to the Ladkin & Weber’s (2009) study were minimal and included the inability to generalize results “between countries, institutions, and job roles within the different job titles” and the small “number of respondents, especially those who are new to the academic field” (p. 391). This is relevant to the current study because this study aims to generalize results based on leadership behaviors across the various job roles of hospitality and tourism academic administrators and across the different types of hospitality and tourism programs in the United

States. Though this study did not incorporate a leadership theory or operate within an academic leadership framework, it succeeded in establishing a profile of hospitality and tourism academic administrators through demographics, career paths & histories, skill competencies, and industry experience. The current study will extend this research by incorporating a leadership theory in order to investigate the styles of leadership behaviors that are associated with academic leadership effectiveness.

Venturing away from the skills-based approach in their earlier work, Kalargyrou & Woods (2012) assessed the opinions of faculty and administrators on the benefits and challenges of hiring academics and/or business professionals for leadership positions. Kalargyrou & Woods (2012) organized their perspective around leadership in the hospitality industry, the differences between academic and administrative roles, educational leadership development programs, and the characteristics of higher education functioning as a business. Kalargyrou & Woods (2012) surveyed 21 hospitality administrators and 29 faculty members.

Kalargyrou & Woods' (2012) results yielded four perspectives on hospitality administrators: (1) "academics" where participants preferred faculty for academic leadership positions; (2) "professional managers" where participants favored professional managers as academic leaders; (3) "neutral" where participants kept a neutral approach in their opinion; and (4) "hybrid model" where both professional managers and academic leaders could be hired and work together" (p. 8-9). Some of these perspectives were further segmented into sub-categories of academic experience, culture, industry management experience, leadership skills and resources. This study's findings suggested that hospitality management educators felt that administrators in the "academics" category were likely to be better suited as hospitality management education program leaders than the professional manager. Kalargyrou & Woods

(2012) posited that this finding was due to “the culture and organization of an academic enterprise, tenure, the role of an administrator, and the various differences between management in the private sector and in academia” (p. 9). Though lacking in generalizability, Kalargyrou & Woods (2012) does point to two needed areas of analysis – academic administrator leadership and the importance of previous non-academic management for leadership effectiveness.

Thus far, the majority of the hospitality and tourism academic leadership studies have dealt with specifically the hospitality discipline or the hospitality and tourism discipline. However, Dredge & Schott (2013) is the only study that contributes directly to the tourism discipline and to the tourism leadership literature. Dredge & Schott (2013) studied the “leadership agency of academic faculty in tourism higher education” and recommended “actions that enhance leadership for social change” (p. 106). This study is different than the previous literature, because it uses a novel approach to academic leadership by incorporating the concept of agency. Dredge & Schott (2013) explain the “concept of agency” as “the effective capacity of an individual faculty member to make choices about when, where, why, and how to lead” and “is key to understanding leadership” (Dredge & Schott, 2013, p. 106).

Dredge & Schott (2013) frame this study by (1) reviewing “the key concepts of leadership and academic agency”, (2) operating “a range of systemic influences, which ... influence the freedom of faculty to lead”, (3) engaging “values and aspirations of the tourism academy with respect to worldmaking”, and (4) undertaking a “discussion of academic freedom to better understand the influences upon individuals, academic collectives, and higher education institutions in terms of how leadership is enhanced and constrained” (p. 107). Of all the studies of hospitality and tourism academic leadership, Dredge & Schott (2013) does a superior job of incorporating the major leadership theories from the organizational and psychological

disciplines, because leadership “has not been directly discussed in relation to tourism, let alone tourism education” (p. 108). The authors state that “there is a growing discourse around the need to frame tourism education in terms of producing graduates who are mindful of tourism’s impacts and can manage tourism to improve the human condition”, and “that a discussion about leadership is overdue” (Dredge & Schott, 2013, p. 106). This study will respond to this overdue call by studying leadership through a recognized leadership theory that aims to improve not only the human condition for students, but acknowledges the importance and impact of each person.

Dredge & Schott (2013) concluded, “that leadership in tourism higher education is distributed across the different roles that academics undertake within their work and in different members of staff depending upon their institutional responsibilities and personal characteristics” (p. 123). This is necessary to realize, because the current study supports this notion that leadership occurs at all levels regardless of one’s responsibilities or personal characteristics. Dredge & Schott (2013) also identified the leadership-paradox that exists in the university setting. This leadership-paradox is explained through the clarification of principals (those who delegate work) and agents (those who perform the work on the principal’s behalf) in higher education. For example, Dredge & Schott (2013) explain:

“governments (principals) require universities (agents) to deliver on national education policy objectives. At the same time, universities (principals) require individual academic staff (agents) to deliver on a range of teaching and research objectives. Further, fee-paying students (principals) expect their teachers (agents) to meet high-quality teaching standards and deliver course objectives” (Dredge & Schott, 2013, p. 109).

This reality is important to note, because hospitality and tourism academic administrators have numerous stakeholders to satisfy, and each stakeholder requires individualized consideration to

accomplish tasks or satisfy needs. Reiterating this idea, Dredge & Schott (2013) warrants the usefulness “in considering leadership in higher education because it reminds us that leadership exists in a variety of relationships and in multiple actors and does not exist outside the social context” (p. 110). This perspective is relevant to this study because every relationship or interaction matters. Furthermore, this statement echoes the need for leadership studies like the current study that focus on the personalized social circumstance of leadership not just the desirable skills a leader may or may not possess to accomplish a goal.

Phelan, Mejia, and Hertzman (2013) investigated the level of importance hospitality faculty place on industry experience of faculty members through an online survey of 175 hospitality faculty. Being the first to explore the role or importance of industry experience, Phelan et al. (2013, p. 123) focused on three objectives: (1) determining how important it is for hospitality and tourism faculty to have industry experience prior to teaching; (2) examining faculty perceptions of the importance of relevant industry experience in teaching across different disciplines within hospitality; and (3) investigating the relationship between a faculty member’s own industry experience and her/his perceptions of the importance of industry experience overall.

Phelan et al.’s (2013) found that as faculty members ascend to positions of administration, they desire more management experience from new and junior faculty. Moreover, Phelan et al. (2013) found that hospitality faculty not only agree that industry experience is important, but that faculty members should have management level experience prior to teaching. Phelan et al. (2013) recommended that future research “may consider examining the effectiveness of industry experience in terms of faculty teaching and research across a wide variety of disciplines other than hospitality” and “may build upon this current

study to further develop scales of measurement and related questions in hopes of conducting more rigorous statistical analysis in subsequent studies” (p. 129). This is a direct call for the current study, because it explores leadership effectiveness in relation to industry and managerial experience. Hypotheses that will be addressing this direct call will be presented later in this section.

To summarize, there are several key conclusions that can be drawn from these hospitality and tourism studies of academic administrator leadership. First, academic administrators are entwined in a constant leadership paradox having to serve a number of masters (Chacko, 1990; Tesone, 2005; Dredge & Schott, 2013). There are *the people the administrator is responsible for* in the university such as the faculty, administrative staff, and students; then there are *the people they report to* in the university such as the dean, president, executive staff, advisory boards and governments (Chacko, 1990; Tesone, 2005; Dredge & Schott, 2013). Scholars agree that academic administrators serve as the link between the university’s higher administration and the faculty in the department (Chacko, 1990). This is why measuring and understanding the essential components of leadership effectiveness is critical.

In dealing with these constituencies, hospitality and tourism academic administrators function in a variety of roles. These administrator roles are academic/scholar, service, administrator, leader, and facilitator of outreach to the community/service (Dredge & Schott, 2013; La Lopa et al., 2002). Although most of these roles serve one specific constituency, it can be argued that the leadership role serves each constituency, which is why this study is necessary. The academic role involves teaching, research, and curriculum development duties (Kalargyrou & Woods, 2012; La Lopa et al., 2002). The administrative role consists of duties within a department such as record keeping, administering the budget, managing employees (faculty and

staff members), fundraising, and allocating resources (Kalargyrou & Woods, 2012; La Lopa et al., 2002). The service role is comprised of internal service (advising students regarding professional work opportunities, serving on committees, attendance at faculty meetings, and representing the hospitality program on various occasions) and external service (assistance provided to those outside of the academic milieu) (Ladkin & Weber, 2009; La Lopa et al., 2002; Partlow & Gregoire, 1993).

In the leadership role, the administrator handles tasks related to academic employees, represents the institution, is the face of the unit, and is responsible for program development. The administrative leadership duties for academic administrators are to function as a kind of employee specialist, selecting, supporting, developing, and motivating faculty members. The administrator also functions as the liaison for the program by being the face of the unit in outreach programs, and by representing the members in the institutional committees or event delegations. The administrator's program development leadership duty revolves around the ability to help a department achieve a high level of professional excellence (La Lopa et al., 2002) [See Table 1].

Table 1:**Effective Hospitality & Tourism Academic Administrator Duties**

	<i>Effective Hospitality & Tourism Academic Administrator Duty</i>	<i>Source</i>
(1)	Take active roles in the motivation and development of the faculty.	Chacko (1990); Chesser et al., (1993); Kalargyrou & Woods (2009).
(2)	Clearly define their own role and let followers know what is expected.	Chacko (1990); Dredge & Schott (2013).
(3)	Employs consideration and regard the comfort, well-being, status and contributions of followers.	Chacko (1990); Chesser et al., (1993); Tesone, (2005).
(4)	Encourages the development of meaningful and realistic goals for institutional and personal excellence.	Chesser et al., (1993); La Lopa et al., (2002).
(5)	Instills a renewed or shared sense of purpose.	Chesser et al., (1993); Dredge & Schott (2013).
(6)	Act as agents of change.	Tesone (2005); Kalargyrou & Woods (2009); Dredge & Schott (2013).
(7)	Are acquainted with each faculty member making them aware of shifts in values and attitudes.	Chesser et al., (1993); Dredge & Schott (2013).
(8)	Create a vision for the future.	La Lopa et al., (2002); Kalargyrou & Woods (2009).
(9)	Accommodate the changing needs of individuals to allow those individuals to motivate themselves.	Chesser et al., (1993).

Administrators are seen as effective in their administrative leadership duties if they take active roles in the motivation and development of the faculty (Chacko, 1990; Chesser et al., 1993; Kalargyrou & Woods, 2009), and clearly define their own role and let followers know what is expected (Chacko, 1990; Dredge & Schott, 2013). Administrators are seen as thoughtful motivators of subordinates by employing consideration and regard the comfort, well being, status and contributions of followers (Chacko, 1990; Chesser et al., 1993; Tesone, 2005), and by effectively encouraging the development of meaningful and realistic goals for institutional and personal excellence (Chesser et al., 1993; La Lopa et al., 2002). By instilling a renewed or shared sense of purpose (Chesser et al., 1993; Dredge & Schott, 2013), effective academic

administrators are viewed as agents of change (Tesone, 2005; Kalargyrou & Woods, 2009; Dredge & Schott, 2013). Effective administrators that are acquainted with each faculty member making them aware of shifts in values and attitudes (Chesser et al., 1993; Dredge & Schott, 2013), are effortlessly able to create a vision for the future (La Lopa et al., 2002; Kalargyrou & Woods, 2009), and can accommodate the changing needs of individuals to allow those individuals to motivate themselves (Chesser et al., 1993). Furthermore, effective academic administrators are seen as motivators, developers, accommodators, influencers, visionary, entrepreneurs, delegators, planners and stewards (La Lopa et al., 2002; Dredge & Schott, 2013).

Based on this review of hospitality and tourism academic administrator leadership studies, there are also some critical voids in the literature that need to be addressed. First, there is only one academic leadership study in hospitality and tourism grounded in a recognized leadership theory (Chacko, 1990). Second, there are numerous exploratory and evaluative studies (Tesone, 2005; Chesser et al., 1993; Kalargyrou, 2009; Kalargyrou & Woods, 2009; Kalargyrou & Woods, 2012) that do not apply established statistically reliable scales or measures resulting in less rigorous methods. Finally, there is a fundamental absence of outcome-based research resulting in a lack of theoretical model development (Chesser et al., 1993; Partlow & Gregoire, 1993, Kalargyrou, 2009).

Given this dearth of methodologically sound and statistically rigorous hospitality and tourism administrator leadership studies, grounded in higher education administration leadership theories, the current proposed study is critical.

Hospitality and Tourism Leadership Studies

Based upon the recommendations of Phelan et al. (2013) and Kalargyrou & Woods (2012) that suggests the importance of industry experience for effective leadership in hospitality and tourism education, it seems appropriate to explore the hospitality and tourism industry leadership perspectives presented in the literature. Next, I will present the relevant industry leadership literature that could enhance the exploration of hospitality and tourism academic leadership effectiveness.

While reviewing the hospitality and tourism academic leadership literature, the researcher realized that there have been only seven studies published in peer-reviewed academic journals that focused on hospitality and tourism leadership in some faction of the hospitality industry. Moreover, two of the seven articles exclusively reviewed the extant hospitality and tourism leadership studies, but the remaining five articles operated scales, presented models, provided empirical evidence and tested hypothesis. Both the review and empirical studies are significant to this study because (1) the review articles provide an agenda of matters that need attention in the study of leadership in hospitality and tourism, and (2) the empirical studies provide an abridgement of how leadership has been speculated in hospitality and tourism industry studies.

The purpose of this section is to consolidate the leadership approaches that have been operationalized in the general hospitality and tourism leadership literature to illuminate the gaps that exist in the hospitality and tourism academic administrator leadership literature. Like the previous section, I will review each of these seven articles in chronological order, employing the same time restriction (1988-2013), to ascertain groundwork for my research inquiry. Upon establishment of a valid and reliable leadership approach, I will present the current study and illustrate how it fills the identified gaps.

In an effort to assess the leadership characteristics of effective hotel managers in relation to the management requirements of the hotel and catering industry, Worsfold (1989) presents a review of three leadership approaches pertinent to research in the hotel and catering industry. Specifically, Worsfold (1989) reviewed three different leadership approaches: trait theory, situational & style theory, and the Ohio State Leadership studies. Conducting a study of 31 general managers of a major United Kingdom hospitality group, Worsfold (1989) utilized in-depth interviews and surveyed managers using scales from the Leadership Opinion Questionnaire (LOQ) (Fleishman, 1960).

Worsfold's (1989) results showed that the effective hotel managers obtained a "relatively high score for consideration typical of individuals who maintain good interpersonal relationships with subordinates", and scored relatively high on initiating structure "indicating an active role in directing group activities through planning and trying out new ideas" (p. 149). The point in reviewing this literature is to show that there are findings that are relevant to assessing the leadership effectiveness of hospitality and tourism administrators. Unfortunately, this approach did not measure or take into account many of the contextual factors affecting leadership behavior (e.g. education, experience, shared goals, or intrinsic motivations), and could suffer from social desirability bias, because it asked managers to report their own leadership style, whereby the surveys were then reviewed by their direct superiors. The study also analyzed observable behavioral correlates of effective leadership, not unobservable personality characteristics, which is an advance in the hospitality and tourism leadership literature, because it moves away from the trait-based approach. Akin to the current study, Worsfold (1989) hinges on two divergent elements - people-oriented behaviors (consideration) and task-oriented behaviors (initiating structure) – in order to facilitate goal accomplishment.

Hinkin & Tracey (1994) examined the relationships among leadership style, leader effectiveness, and subordinate satisfaction with the top management group, in a United States hotel management company. The study consisted of 141 respondents, including corporate executives and general managers, reporting on the top management group, which included five principal investors, and six regional vice-presidents serving as the focus or referent in this study. Grounded in transformational leadership theory, Hinkin & Tracey (1994) hypothesized that transformational leadership is a stronger predictor of leadership effectiveness as compared to transactional leadership (See Figure 1). Further, Hinkin & Tracey (1994) found that transformational leadership has a positive effect on measures of mission clarity, role clarity, and perceptions of open communication.

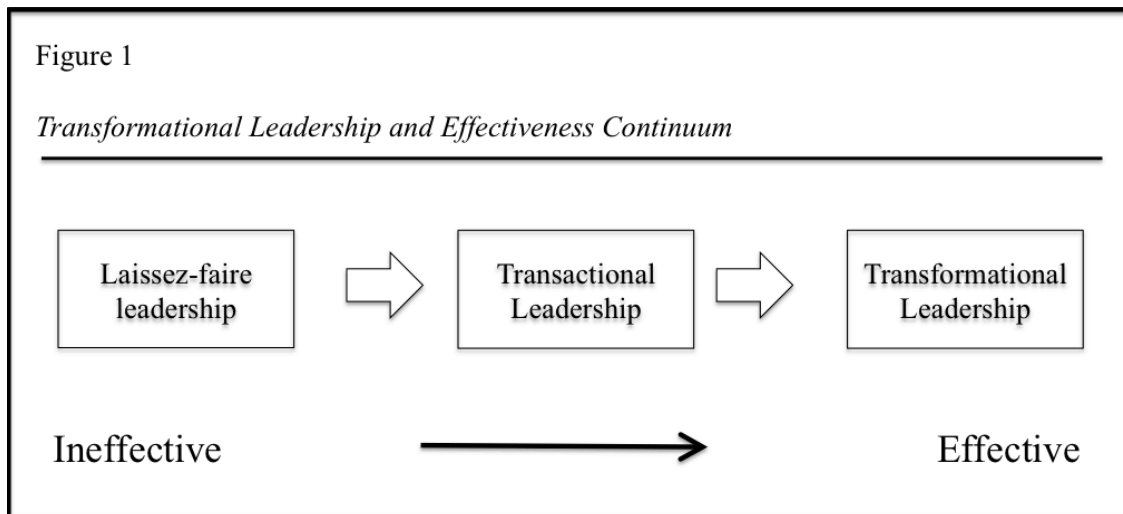


Figure 1: Transformational Leadership Continuum.

Hinkin & Tracey (1994) explains that transformational leadership engenders feelings of trust, loyalty, and respect from followers by generating awareness and acceptance of the purpose

and mission of the organization, inducing followers to transcend their own self-interests for the sake of the organization, and activating their higher-order needs (Roberts, 1984). Whereas, transactional leadership was found to emphasize the clarification of goals, work standards, assignments, and equipment (Hinkin & Tracey, 1994, p. 50).

To assess transformational and transactional leadership, Hinkin & Tracey (1994) operated six scales from Bass' (1990) Form 5-X of the Multifactor Leadership Questionnaire© (MLQ©). The transformational leadership scale was comprised of three measures of charisma, intellectual stimulation, and individualized consideration, and the transactional scale was comprised of three measures of active management-by-exception, passive management-by-exception, and contingent reward. Typical outcomes of the MLQ© are follower satisfaction, extra effort and leadership effectiveness. Hinkin & Tracey (1994) also adapted items from Rizzo, House, and Lirtzman (1970) to measure role clarity and items from O'Reilly & Roberts (1976) to measure openness of communication. Having no established scales for mission clarity, Hinkin & Tracey (1994) created measures for this factor. Although the MLQ© does contain measures of effectiveness, Hinkin & Tracey (1994) developed their own scale items that asked "respondents to rate the effectiveness of the leader on the following: technical competence; interpersonal skills; procedural justice; organizational influence; communication; and goal clarification" (p. 56).

Results indicated "transformational leadership accounted for more variance in leader satisfaction and effectiveness than transactional leadership", and that "transformational leadership predicted perceptions of mission clarity, role clarity, and openness of communication" (Hinkin & Tracey, 1994 p. 57). Hinkin & Tracey (1994) concluded "transformational leadership

- the ability to create and communicate a vision and adapt the organization to a rapidly changing environment - may be the most crucial leadership skill in the years to come” (p. 61).

Hinkin & Tracey’s (1994) study is not only germane to the current study, but it also provides a theoretical framework that is absent in the current hospitality and tourism academic administrator leadership literature. By employing a recognized leadership theory, transformational leadership theory, Hinkin & Tracey (1994) utilized an established, valid, and reliable leadership instrument, the MLQ©, which measures the outcome leadership effectiveness. Leadership effectiveness is a significant underpinning of my research inquiry. Considering the dearth of hospitality and tourism academic administrator studies operating a recognized leadership theory, it appears evident that this theory holds substantial potential to fill a significant literature gap, which is why it was chosen as the foundational theoretical model for this study. Based on these findings, I offer the following proposition:

Proposition 1: Hospitality and tourism academic administrators will demonstrate more Transformational Leadership behaviors than the norm.

In an extension of their previous study, Tracey & Hinkin (1996) explored the process of transformational leadership, and its importance for the hospitality industry, by addressing the relationships among transformational leadership and multiple outcome variables. The study sampled 291 lower-level (frontline) and middle-level managers from 47 lodging properties. The questionnaire was composed of nine scales: four transformational leadership scales from Form 5-X of the Multifactor Leadership Questionnaire© (MLQ©; Bass & Avolio, 1989), one scale of openness of communication (O’Reilly & Roberts, 1976), one scale of mission clarity (Hinkin &

Tracey, 1994; Thompson & Strickland, 1981), one scale of role clarity (House & Rizzo, 1972), one scale of satisfaction with the leader (Weiss et al., 1967; Smith et al., 1969) and one scale of effectiveness (Hinkin & Tracey, 1994). The four transformational leadership scales were idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This is important to note because Tracey & Hinkin (1996) removed the charisma factor from Hinkin & Tracey (1994) and added two new transformational factors (idealized influence and inspirational motivation). This study incorporates these four transformational factors (Tracey & Hinkin, 1996).

Tracey & Hinkin's (1996) results indicated that the four dimensions of transformational leadership were significantly positively related to all of the outcome variables. Moreover, the results showed that mission clarity, role clarity, and openness of communication were all positively related with leader satisfaction and leader effectiveness. Specifically, Tracey & Hinkin's (1996) study supported "previous research which has shown that transformational leadership has a direct impact on perceptions of leader satisfaction and effectiveness" (Tracey & Hinkin, 1996, p. 173). Furthermore, it extended the previous research by "showing the mediating effects of openness of communication and role clarity on the relationship between transformational leadership and follower perceptions of satisfaction with their leader and leader effectiveness " (p. 174). One of the key limitations of Tracey & Hinkin (1996) is the high correlation among the transformational dimensions. This could be because of the addition of the inspirational motivation and idealized influence factors, and the deletion of the charisma factor from Hinkin & Tracey (1994). Tracey & Hinkin (1996) again concluded that transformational leadership "may be the most crucial type of leadership in the years to come" in the hospitality

industry (p. 174). Both studies confirm the need for the current study in hospitality and tourism academic administrator leadership. This leads to the following hypothesis:

Hypothesis 1: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to Effectiveness.

By constructing a framework based upon the underlying philosophical assumptions of leadership research, Pittaway, Carmouche, & Chell (1998) suggested that a “conceptual understanding of leadership theory is needed to help improve the application of leadership research to the hospitality industry” (p. 407). Pittaway et al. (1998) noted that “leadership as a subject has been somewhat neglected within hospitality research and as a result few studies exist which investigate leadership in the specific context of the industry” (p. 408).

Pittaway et al.’s (1998) review of leadership research in the hospitality industry centered on seven key articles: Ley (1980), Nebel and Stearns (1977), Arnaldo (1981), Keegan (1983), Worsfold (1989), Shortt (1989) and Tracey & Hinkin (1994). Through a synthesis of each article’s contribution, sample size, number of organizations, and methodology, Pittaway et al. (1998) found that hospitality researchers had examined leadership using Mintzberg’s managerial roles (Ley, 1980; Arnaldo, 1981; Shortt, 1989), Fiedler’s contingency theory (Nebel & Stearns, 1977), leadership styles (Keegan, 1983), the Ohio State Leadership Studies [associated with the Leadership Opinion Questionnaire (LOQ) & Leader Behavior Description Questionnaire (LBDQ)] (Worsfold, 1989) and transformational leadership theory (Hinkin & Tracey, 1994). This study is relevant because the current study will fill the gap in the hospitality and tourism leadership research since 1998 that is related to the study of leadership and leadership theory.

Furthermore, this study will extend Pittaway et al.'s (1998) study by also incorporating academic leadership studies that have been conducted in the hospitality and tourism education since 1998.

Minett, Yaman, & Denizci (2009) sought to identify the prevailing leadership styles and concomitant ethical decision-making styles of hotel managers in Australia in an attempt to draw parallels between these styles and the environments in which they are applied. Using Girodo's (1998) scales of police managers' leadership styles and Hitt's (1990) four ethical systems, Minett et al. (2009) tested hypotheses on a sample of 91 hotel managers. The four ethical systems related to leadership styles were defined as manipulative (or Machiavellian) leadership, bureaucratic administration, professional management, and transforming leadership. Minett et al. (2009) defines the manipulative (Machiavellian) style as doing "whatever they need to do to be successful (for them) as long as it is successful" (p. 488). The bureaucratic administrator style "provides a system where power cannot be used to manipulate others, but rather provides established ground rules to make operations and operational responsibility clearly understood and followed" (Minett et al., 2009, p. 488). The professional management style is expressed as management that focuses on effectiveness, not just efficiency as with bureaucratic management (Minett et al., 2009, p. 488). Last, the transforming leadership style "the leader seeks to satisfy higher motives of employees and engages the full person in order to elevate them" and assists followers to become better people (Minett et al., 2009, p. 488).

Although, the current study does not employ the specific styles presented by Minett et al. (2009), this study is important because it communicates distinct similarities to the aspects of the transformational leadership approach. First, it explicitly displays and validates that leaders do move through a leadership progression (manipulative/Machiavellian → bureaucratic administrator → professional management → transforming leadership) like the transformational

leadership approach (laissez-faire leadership → transactional leadership → transformational leadership). Furthermore, several similarities can be made between the utilitarian styles (Machiavellian/ bureaucratic administrator style) of transactional leadership, and the more deontological styles (professional management/transforming leadership style) of transformational leadership.

Specifically, the utilitarian perspectives of the manipulative/Machiavellian and bureaucratic administrator leadership styles resemble the management-by-exception (active and passive) transactional leadership styles. The more deontological styles of professional management and transforming leadership style resemble the transactional component of contingent reward and transformational leadership. As per professional management being associated with effectiveness, transformational leadership studies have shown that contingent reward is related to measures of effectiveness (Lowe et al., 1996; Brown & Moshavi, 2002), which is a characteristic of the professional management style. Furthermore, the transforming leadership style is clearly associated with the transformational leadership because of (1) its use of a similar nomenclature and (2) it operates a definition comparable to the definitions of inspirational motivation and idealized influence, which are both transformational leadership components. This is important to the current study because it echoes the success of certain transformational leadership components, and reiterates the ineffectiveness of the lower end transactional features.

Minett et al.'s (2009) study was also articulated around the hypothesis that transforming leadership would be more evident in older managers in the hospitality industry. Furthermore, Minett et al. (2009) supposes that a manager's leadership style will differ according to organizational characteristics. Findings suggested that only older managers in the hospitality

industry exhibited more transforming leadership styles. Minett et al. (2009) concluded that Machiavellian/ bureaucratic leadership style (and hence a utilitarian decision-making style) is found more in younger managers, and may be due to younger managers being less prepared to wait for promotion, and hence see manipulation as an acceptable tool by which to progress their career” (p. 432). Additionally, as managers age it is posited that the transforming leadership styles are more prevalent because of advanced moral development, higher self-confidence, and have a better an understanding of the repercussions of a utilitarian decision making style.

In a survey of chiefly leadership articles published in the *Cornell Hotel and Restaurant Administration Quarterly*¹ and supported with other management² and leadership journals in the past quarter century, Brownell (2010) highlights the development in leadership thought regarding how leaders view their role and responsibilities and, subsequently, influence their organization’s culture and performance. Although this article does not present empirical research, Brownell (2010) does investigate the history of leadership theory, early leadership theories, and the past quarter century of leadership theories. This study is central to the current study because it reconnoiters leadership articles and concepts of import in the hospitality and tourism discipline that may have been disregarded in previous hospitality leadership review articles.

Furthermore, this study revalidates this study’s use of the transformational leadership approach and the need to study hospitality and tourism leadership. Brownell (2010) explains that leadership is important to hospitality organizations, because they “are profoundly affected by a leader’s behaviors and personal characteristics and especially the manner in which the leader

¹ The *Cornell Hotel and Restaurant Administration Quarterly* is (1) considered the most prestigious journal in hospitality & tourism management (McKercher et al., 2006), (2) tied for #1 in the category of performed the best in average citations per year (Law & van der Veen, 2008), and (3) ranked as the #3 U.S. hospitality & tourism journal

² Though the article primarily focuses on leadership publications in the *Cornell Hotel and Restaurant Administration Quarterly* supporting articles were included from such journals as the *Leadership Quarterly*, *Journal of Leadership Studies*, *Journal of Management Studies*, *Journal of Business Ethics*, etc.

relates to and influences followers” (p. 363). Brownell’s (2010) statement is pertinent because it supports this study’s focus on leadership as being (1) behavior-based, (2) views subordinates as followers and (3) influences followers as opposed to commanding subordinates - all of which are perspectives reflected in the transformational leadership tenets.

In explaining transformational leadership theory, Brownell (2010) states that if “we examine literature over the past twenty-five years, it could be argued that the style of most relevance to hospitality leaders has been transformational” (p. 365). Brownell (2010) follows by expressing that the “main differences between successful and derailed leaders was the ability to build and sustain the interpersonal relationships so essential to the transformational leader’s effectiveness” (p. 365). In validation of her remarks on transformational leadership, Brownell (2010) comments that “transformational leadership as a key to effectiveness in high-touch hospitality environments” and that the “shared values inspired by transformational leaders were among the most important variables for employee motivation and satisfaction” (p. 366). This relates directly to this study because (1) transformational leadership is relevant to the hospitality and tourism discipline, (2) transformational leadership is associated with leadership effectiveness, and (3) the difference between effective leaders and ineffective leaders was their ability to embrace transformational leadership behaviors.

Although not directly related to the current study, it is critical to mention that Brownell (2010) recommends fostering servant leadership in hospitality education “to enhance the future of both future hospitality leaders and the industry they serve” (p. 372). The reasoning for my mentioning servant leadership is two-fold: (1) there is a “widely held belief that servant leadership is a multidimensional construct, sharing many characteristics of transformational leaders” (Brownell, 2010, p. 368), and (2) because “efforts to provide empirical support for the

[servant leadership] concept and to develop a cohesive theory are increasing” (Brownell, 2010, p. 366). This means that this transformational leadership study will (1) hold theoretical value to future researchers wishing to investigate servant leadership by using the proposed transformational leadership approach, and (2) bearing in mind that there is not a reliable or valid servant leadership measurement instrument, researchers seeking empirical support for the development of a cohesive servant leadership theory could use the methodological approach presented in the current study, as an initial dais for further leadership inquiry in hospitality and tourism. Therefore, this study will not only fill the present gap in the academic administrator leadership literature in hospitality and tourism, but it will also provide a framework for future leadership theoretical and conceptual inquiries. As Brownell (2010) solicits, “If today’s educators do not take responsibility for helping to shape tomorrow’s hospitality leaders, who will”, and though “the development of leadership theory has come a long way over the past several decades - ...we cannot afford to stop now” (p. 376).

In an attempt to convey a progressive transcendental leadership model to improve hospitality practices, Alexakis (2011) blends research and application to present recent thinking relevant to the leadership of tourism and hospitality operations. Alexakis (2011) defines the concept and consequence of leadership, explores the attributes of mainstream and multi-stream leadership behavior, and analyzes contemporary leadership theories. Alexakis (2011) explains leadership as a “process whereby an individual influences a group of individuals to achieve a common goal” and “as a commitment to the success of people surrounding the person that is thought to be leading”(p. 708). This leadership definition, developed by Northouse (2007), is used in the current study.

Alexakis (2011) further explains that effective leadership is important, because it can assist in “lowering the costly employee turnover rates that have traditionally plagued the hospitality industry” (p. 709). This explanation of the importance of effective leadership is important because “according to the most recent reports on hospitality higher education, approximately half of the current faculty will retire within the next decade” (Phelan et al., 2013, Griffith, 2011), which “equates to significant impending turnover” (Phelan et al., 2013, p. 128).

In explaining two views of employees’ performance propensities, Theory X (the pessimistic view) and Theory Y (the optimistic view), Alexakis (2011) presents four distinct qualities of highly effective leadership: vision, empathy, consistency, and integrity. Alexakis (2011) explicates that effective leaders are consistent, focus on the future, foster change, create a culture based on shared values and vision, establish an emotional link with followers, recognize that leaders are not above followers, and fosters an emotional and social commitment to the organization. Each of these effective leadership descriptions are not only interwoven in this study, but more importantly, they are also axioms of the transformational leadership approach.

Touted as the most talked about leadership theory in recent years, transformational leadership is “defined as developing an exchange and implicit transaction contract between leaders and followers that is supplemented with behaviours that lead to organizational transformation” (Alexakis, 2011, p. 711). Alexakis (2011) expounds that “organizations should recruit and nurture transformational leadership qualities for leaders to increase performance of subordinates”, and that transformational leadership “has arguably affected many managers working in virtually every sector of the travel, tourism, hotel, and resort industry” (p. 711). Alexakis’ statement not only ordains the generalizability of the transformational leadership that

is the essence of the current study, but also recognizes its importance in recruitment and increasing performance.

Alexakis (2011) concludes his section on transformational leadership saying, “like tourism and hospitality services and products, leadership and motivation theories should be thoroughly examined to be certain they meet the industry’s own exacting quality control standards” (p. 711). In response, transformational leadership has been thoroughly examined, is measured by a reliable and validated instrument – the MLQ©, and alludes to the fact that in the hospitality and tourism industry the ‘people’ are imbedded in the service and product experience, making transformational leadership qualities necessary for exceeding customer experience standards.

The point of reviewing these seven hospitality and tourism leadership articles was to determine if there were supplementary leadership studies that could extend the hospitality and tourism academic administrator leadership literature. As illustrated in the previous section, there is a paucity of hospitality and tourism academic leadership studies that (1) are grounded in a recognized leadership theory, (2) are not solely exploratory or evaluative studies, (3) use methodologically sound and statistically reliable scales or measures, and (4) use outcome based measures in order to specify a valid and reliable theoretical model. Contingently, this review of hospitality and tourism industry leadership literature confirms that there are a number of studies that (1) are grounded in a leadership approaches or leadership theories (Worsfold, 1989; Hinkin & Tracey, 1994; Tracey & Hinkin, 1996; Minett et al., 2009), (2) are not solely exploratory or evaluative studies (Worsfold, 1989; Hinkin & Tracey, 1994; Tracey & Hinkin, 1996), (3) use methodologically sound and statistically reliable scales or measures (Worsfold, 1989; Hinkin & Tracey, 1994; Tracey & Hinkin, 1996; Minett et al., 2009), and (4) use outcome based measures

in order to specify a valid and reliable theoretical model (Hinkin & Tracey, 1994; Tracey & Hinkin, 1996). Based on the above four parameters, Hinkin & Tracey (1994) and Tracey & Hinkin (1996) were the only articles that satisfied each of these constraints. Furthermore, the inset of the two hospitality and tourism leadership review articles (Pittaway et al., 1998; Brownell, 2010) corroborated this requisite for additional leadership research, and provided evidences of transformational leadership being the best theoretical approach to investigate leadership and leadership outcomes in hospitality and tourism, which validates the desperate need for this study.

The secondary purpose of this review of hospitality and tourism industry leadership articles was to determine if there were any gaps in the academic administrator leadership that were addressed in the hospitality and tourism industry leadership literature. This review could help identify the best approach to investigate academic administrator leadership. This review revealed that hospitality and tourism academic administrators had never been investigated using the transformational leadership approach, which constitutes a meaningful gap in the literature. Hinkin & Tracey (1994) and Tracey & Hinkin (1996) corroborate the necessity for this study, and the use of the transformational leadership framework. Furthermore, Brownell (2010) justified the applicability of transformational leadership stating, “that the [leadership] style of most relevance to hospitality leaders has been transformational” (p. 365). This indicates that transformational leadership is a viable leadership framework, is applicable to the hospitality and tourism discipline, and that it would be appropriate to be applied to hospitality and tourism education. Therefore, this study is relevant, fills an existing gap, extends the present research, operates through a valid framework and has a reliable measurement instrument.

Another gap that was observed in the literature was related to the outcomes of the existing hospitality and tourism leadership studies, specifically leadership effectiveness. Alexakis (2011) states that “leadership affects a number of important organizational outcomes including a leader’s effectiveness, employees’ attitudes, and, ultimately, employees’ performance” (p.710). Worsfold (1989) remarked, “poor correlations between leadership style and effectiveness have been recorded” (p. 147). However, Brownell (2010) illuminated that the “past two decades have witnessed a growing interest in transformational leadership as a key to effectiveness in high-touch hospitality environments” (p. 365). Supporting this claim, Alexakis states, “what effective tourism and hospitality industry leaders do is make work enjoyable, engaging, interesting, and otherwise intrinsically rewarding as an efficient means to further the organization’s goals” (p. 709). It also catalogs the four main qualities of highly effective leadership: (1) vision, (2) empathy, (3) consistency, and (4) integrity. Each of these qualities is a central precept of transformational leadership, and further validates the need for the current study. Furthermore, studies (Hinkin & Tracey, 1994; Tracey & Hinkin, 1996) have indicated transformational leadership predicts leadership effectiveness.

Based on the above statements, I believe transformational leadership is the best theoretical approach for investigating hospitality and tourism academic administrator leadership, and that there is a definite need for my study’s use of this framework to evaluate hospitality and tourism academic administrator leadership and the outcome of leadership effectiveness. However it seems prudent to provide support from the higher education literature for the use of the transformational leadership theory measures. Next, I provide a review of the relevant higher education administration literature on transformational leadership.

Higher Education and Transformational Leadership Theory

To support the claim that hospitality and tourism academic administrators should be examined through a transformational leadership framework, in this section I will review the seminal higher education literature that examines academic leadership through transformational leadership theory.

Two key articles that support the use of transformational leadership in higher education are Middlehurst (1993) and Astin & Astin (2000). Middlehurst (1993) recognized that transactional and transformational approaches to leadership “[are] likely to be important in universities, in response to external pressures, but also to challenge internal beliefs, patterns of organization and operational practices” (p. 156). Furthermore, Middlehurst (1993) predicted that transformational leadership would be a “necessary aspect of university leadership... for the foreseeable future” (p. 156). In an ERIC report, Astin & Astin (2000) addressed the application of transformative leadership to higher education by examining four constituent groups: students, faculty, student affairs professionals, and presidents and other administrators. Astin & Astin (2000) concluded that “applying the principles of transformative leadership will help to create a genuine community of learners; an environment where students, faculty, and administrators can benefit personally and also contribute to the common good” (p. 97). These articles indicate that transformational leadership use in higher education is both relevant and important, which supports its use in the current study.

With respect to empirical research conducted in higher education that employs transformational leadership, only one such study exists. Brown and Moshavi (2002) studied 440 university faculty members from a variety of academic departments at 70 land-grant institutions to explore the relationship between transformational and transactional leadership behaviors of

university department chairs on desired organizational outcomes. Brown and Moshavi (2002) employed the Multifactor Leadership Questionnaire© (MLQ©), designed by Bass and Avolio (1990), to assess the transactional features (contingent reward) and transformational features (individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence) connected with the organizational outcome, perceptions of organizational effectiveness. Results from Brown and Moshavi (2002) indicated, “transformational leadership behaviors are positively associated with ... perceptions of organizational effectiveness” (p. 88). Furthermore, Brown and Moshavi (2002) suggest, “universities should consider selecting department chairs on the basis of their transformational leadership behaviors or provide some form of transformational leadership training because a lack of such behaviors may have negative consequences for the overall organization” (p. 90-91). Moreover, Brown and Moshavi (2002) concluded that the higher education department chairs who demonstrate transformational leadership behaviors are associated with measures of effectiveness.

Though only one study (Brown & Moshavi, 2002) quantitatively measured transformational leadership, it can be accepted that the higher education literature does support transformational leadership theory as important to the success of higher education, and that it is an effective framework of assessing academic administrators. Thus, this reaffirms my initial claim that transformational leadership can be used to assess hospitality and tourism academic administrator leadership. Furthermore, this endorses that such a study of academic administrators would not only add value to the hospitality and tourism literature, but would also extend the higher education literature.

Measuring Effective Academic Leadership using the Higher Education Leadership Competencies (HELC) model

Thus far, I have argued and provided support to confirm that the transformational leadership framework is a valid means of assessing hospitality and tourism academic administrators. In this section, I will present the literature that provides the theoretical foundation for the proposed outcome measures. Reviewing the higher education administration literature, it is apparent that effectiveness is a frequent outcome measure.

In the hospitality and tourism leadership literature, Hinkin & Tracey (1994) and Tracey & Hinkin (1996) developed scales of effectiveness. In both studies, Tracey and Hinkin (1994, 1996) created an effectiveness construct operating a six-item scale of effectiveness (Campbell, Dunnette, Lawler, & Weick, 1970) by asking respondents to rate the effectiveness of the leader on technical competence, interpersonal skills, procedural justice, organizational influence, communication, and goal clarification. Furthermore, Hinkin & Tracey (1994) remarked that additional research “is needed to determine the extent to which transformational leadership influences important individual and organizational outcomes under different environmental conditions” (p. 61). Therefore this study must address whether the transformational leadership outcome measures of leadership effectiveness are applicable to higher education administration, and whether they can be extended to better reflect effective academic administrator leadership.

Although the most prevalent outcome measures sought in higher education administration studies is leadership effectiveness; there is still little measurement agreement. Higher education studies have explored academic leadership effectiveness through the leaders’ roles, characteristics, competencies, structural frames, and faculty & staff perceptions to create a “picture of what ideal leaders should be like, what they should accomplish, or how they should

carry out the role of leadership” (Bensimon, 1989, p. 70). Moreover, Trocchia and Andrus (2003) studied the perceived effectiveness of 247 full-time marketing faculty members and 43 marketing department heads from 167 universities. Perhaps the most all-encompassing review of effective leadership in higher education, Bryman (2007) consolidated the extant literature from 1985-2005 to establish aspects of leader behaviors that were found to be associated with effectiveness at the departmental level. However, items from Bryman’s (2007) review of effective leadership in higher education have not been tested, validated or deemed reliable in any study to date.

In their review of “Leadership Researchers on Leadership in Higher Education”, Bryman & Lilley (2009) propositioned that “One of the most striking developments in the leadership field generally in recent years has been the formulation of leadership competencies, that is, manuals of how leadership should be accomplished in particular spheres in order to maximize its effectiveness” (Bryman & Lilley, 2009, p. 337). In the same vein, Smith & Wolverson (2010) proposed that competencies “such as knowledge, skills, behaviors, and attributes are important for effective leadership and strengthen the probability of achieving desirable organizational outcomes has practical implications that might prove useful” (Smith & Wolverson, 2010, p. 61).

Competencies have been researched extensively (McClelland, 1973; McDaniel, 2002; Smith & Wolverson, 2010) in higher education and “have the advantage of offering specific attributes and frameworks for behavioral benchmarking” (McDaniel, 2002, p. 82). Specifically, McClelland (1973) believed, “it may be desirable to assess competencies that are more generally useful in clusters of life outcomes, including not only occupational outcomes but social ones as well, such as leadership, interpersonal skills, etc.” (p. 9). Whereas, McDaniel’s (2002) developed a list of necessary competencies needed for effective senior leadership in higher education that

she identified as the core higher education leadership competencies (HELC). Rather than identifying presidential competencies like McDaniel's (2002), Smith & Wolverton (2010) developed a more general or "core" set of higher education leadership competencies (HELC). The purpose of Smith & Wolverton's (2010) research was to survey representatives from three higher education groups (athletics directors, senior student affairs officers, and chief academic officers) to quantitatively identify the core higher education leadership competencies that are "necessary or important for effective leadership" (Smith & Wolverton, 2010, p. 64).

Smith & Wolverton's (2010) higher education leadership competencies (HELC) were classified in to five categories: analytical, communication, student affairs, behavioral, and external relations. The analytical leadership competencies "combine entrepreneurialism, creativity, strategic thinking, and action" (Smith & Wolverton, 2010, p. 66). Effective leaders use these communication competencies to articulate a meaningful vision for the organization (Smith & Wolverton, 2010; Fisher & Koch, 1996, 2004; Gilley et al., 1986; McLaughlin, 2004). Student affairs competencies "are all associated with student issues, including student needs, trends, and legal consideration" (Smith & Wolverton, 2010, p. 68). Behavioral competencies are "defined by exhibiting lighthearted, unselfish behavior, with a strong focus on and interest in the actual people within the organization who contribute to successful organizational outcomes" (Smith & Wolverton, 2010, p. 66). External relations competencies "include relating with various constituent groups, working effectively with media, and understanding advancement and athletics" (Smith & Wolverton, 2010, p. 68).

Considering that there are no valid, reliable or existing academic administrator leadership effectiveness measures, the researcher decided that Smith & Wolverton's (2010) higher education leadership competencies would provide a relevant foundation for the possible creation

of an academic administrator effectiveness construct and would serve as a reliable proxy. Moreover, HELC items such as communicates vision effectively, supports leadership of others, demonstrates unselfish leadership, learns from others, facilitates effective communication among people with different perspectives, facilitates the change process, sustains productive relationships with networks of colleagues are all key tenets of transformational leadership. Therefore, for the purpose of this research, the researcher decided that Smith & Wolverson's (2010) higher education leadership competencies (HELC) model is a reliable and valid proxy as a measure of academic leadership effectiveness.

This leads to the second hypothesis:

Hypothesis 2: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC.

It is further hypothesized that each of the higher education leadership competencies (HELC) factors will also be more positively related to transformational leadership behaviors. Specifically, analytical items such as fosters the development and creativity of learning organizations, engages in multiple perspectives in decision making, learns from self reflection, sustains productive relationships with networks of colleagues, facilitates the change process, demonstrates the ability to diplomatically engage in controversial issues, and effective communication among people with different perspectives are canons of transformational leadership behaviors (Brown & Moshavi, 2002; Bass & Avolio, 2004; Bass & Bass, 2008).

This leads to the sub-hypothesis 2a:

Hypothesis 2a: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Analytical factor.

Higher education leadership competency (HELC) items expressed in the factor communication such as communicates vision effectively, communicates effectively, expresses view articulately in multiple forms of communication, and communicates effectively with multiple constituents are standards of transformational leadership behaviors (Brown & Moshavi, 2002; Bass & Avolio, 2004; Bass & Bass, 2008).

This leads to the sub-hypothesis 2b:

Hypothesis 2b: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Communication factor.

The student affairs factor of the higher education leadership competencies (HELC) is exclusive to the realm of higher education and has not been studied in the transformational leadership literature. However, student affairs items such as responds to issues and needs of contemporary students, is attentive to emerging trends in higher education, and demonstrates understanding of student affairs & legal issues do lend to themselves to typical behaviors of transformational leadership. Conversely, past research “has shown that poor departmental leadership can negatively affect faculty, recruitment of new faculty, students, and other stakeholders” (Brown & Moshavi, 2002, p. 91; Gomes & Knowles, 1999).

This leads to the sub-hypothesis 2c:

Hypothesis 2c: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Student Affairs factor.

The behavioral factor of the higher education leadership competency (HELC) model includes items such as supports leadership of others, demonstrates unselfish leadership, and learns from others are also associated with transformational leadership behaviors. As Brown & Moshavi (2002, p. 89) explains “an effective department chair will try to optimize operational autonomy by assisting faculty in their efforts to self-organize and manage”. Furthermore, research suggests that transformational leaders may be particularly effective at facilitating faculty self-management by using such mechanisms as idealized influence, inspirational motivation and intellectual stimulation to de-emphasize their roles as operational leaders as others prove capable of self-management and organization (Kirby, King & Paradise, 1992; Brown & Moshavi, 2002).

This leads to the sub-hypothesis 2d:

Hypothesis 2d: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Behavioral factor.

Similar to the student affairs factor, the external relations component of the higher education leadership competencies (HELC) model is specific to the context of higher education. However, some external relations items are generalizable to transformational leadership behaviors such as demonstrates understanding of advancement, relates well with governing boards, and applies skills to affect decisions in governmental contexts. However, based on Brown & Moshavi (2002) and Plante's (1989) remarks that academics "expect to participate in an environment of shared governance and decision-making with department heads and other academic administrators without fear of retribution for expressing their views"(Brown & Moshavi, 2002, p. 88); it can be accepted that such external relations items are precepts of transformational leadership behaviors.

This leads to the sub-hypothesis 2e:

Hypothesis 2e: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC External Relations factor.

Management Experience, Industry Experience and Management Experience in the Industry

As presented earlier in the hospitality and tourism academic administrator leadership section, studies from Kalargyrou & Woods (2012) and Phelan et al. (2013) both advised further investigation in the role of previous industry experience and management experience in academe. In recapitulation, Kalargyrou & Woods (2012) provided an initial "snapshot of opinions of faculty and administrators in hospitality management education programs about who

is likely to make a better hospitality management education program leader—a business executive or an academic”, but stated that their “research just scratches the surface of possibilities in this arena” (p. 11-12). Whereas, Phelan et al. (2013) advocated “examining the effectiveness of industry experience in terms of faculty teaching and research across a wide variety of disciplines other than hospitality” and “may build upon this current study to further develop scales of measurement and related questions in hopes of conducting more rigorous statistical analysis in subsequent studies” (p. 129). It was determined under these scholars advisement that there is an unfilled gap existing in the hospitality and tourism academic research and that a direct call for further investigation still endures. Therefore, my study will answer this call by examining previous industry experience, management experience and management experience in the industry of hospitality and tourism academic administrators.

Hypothesis 3: Hospitality and tourism academic administrators’ previous Experience will moderate the relationship between level of Transformational leadership and Effectiveness.

Hypothesis 4: Hospitality and tourism academic administrators’ previous Industry Experience will moderate the relationship between level of Transformational leadership and HELC.

Hypothesis 5: Hospitality and tourism academic administrators’ previous Management Experience will moderate the relationship between level of Transformational leadership and HELC.

Hypothesis 6: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and HELC.

It has been contended that an “important factor in appointing the right academic leaders is their experience in the hospitality industry” (Kalargyrou & Woods, 2012, p. 10). Kalargyrou & Woods (2012) also noted “the vast majority of participants agree that academic leaders are ill-prepared when they assume their positions” because “few such leaders have extensive business experience and many have no leadership experience at all” (p. 12). However, “faculty who have entered academia within the past 5 to 10 years have had limited hospitality industry experience” (Phelan et al., 2013, p. 123; Ladkin & Weber, 2008). Findings from Phelan et al.’s (2013) study found that 96% of the responding hospitality faculty had some previous industry experience and that “instructors at all levels thought that having industry experience was very important prior to teaching in the hospitality discipline” (p. 128).

Although “hospitality faculty agree that industry experience is important... there is on the horizon a dilemma in hospitality higher education” because “of the impending mass retirement anticipated”(Phelan et al., 2013, p.128). Specifically, that “the faculty vacancies that will occur as a result, and the lack of PhD applicants to fill these positions (Griffith, 2011), the junior faculty in the near future may not meet current faculty expectations in terms of industry experience” which is the reason why further investigation is necessary. Yet, there are no extant hospitality and tourism education studies that have explicitly addressed academic administrators previous industry experience. Furthermore, no hospitality and tourism education studies have

peered into the relationship of academic administrators previous industry experience and the leadership outcomes of effectiveness or academic leadership effectiveness. This study will fill this gap in hospitality and tourism academic administrator leadership literature by proposing the following hypotheses:

Hypothesis 3a: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and Effectiveness.

Hypothesis 4a: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Analytical factor.

Hypothesis 4b: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Communication factor.

Hypothesis 4c: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Student Affairs factor.

Hypothesis 4d: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Behavioral factor.

Hypothesis 4e: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC External Relations factor.

Additionally, Phelan et al. (2013) found that hospitality faculty not only agree that industry experience is important, but that faculty members should have management level experience prior to teaching. However, Kalargyrou & Woods (2012) noted that hospitality faculty considers it "rare to find the combination of a scholar, teacher and manager" (p. 10). Furthermore, Phelan et al. (2013) discovered "that as faculty ascend into higher levels of [academic] management, they desire more management experience from new and junior faculty" (p. 128). Evidently, these scholars deem it necessary for future faculty to possess previous management experience, but to date no hospitality and tourism academic studies have clearly addressed academic administrators previous management experience. Likewise, no studies have examined the relationship between academic administrators previous management experience and the leadership outcomes of effectiveness and academic leadership effectiveness. Thus, I propose the following hypotheses:

Hypothesis 3b: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and Effectiveness.

Hypothesis 5a: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Analytical factor.

Hypothesis 5b: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Communication factor.

Hypothesis 5c: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Student Affairs factor.

Hypothesis 5d: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Behavioral factor.

Hypothesis 5e: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC External Relations factor.

Correspondingly, Phelan et al. (2013) further clarifies this need for management experience averring “because most faculty had prior management experience, 59.9% reported that instructors should have industry experience at the management level” (p. 126). Cogitating this finding, Phelan et al. (2013) “introduces a distinction between industry experience and the value of that experience” (p. 127). This distinction is important to consider because management experience in a hospitality and tourism-related industry would appear to be more applicable to hospitality and tourism academics than management experience in a non-hospitality or tourism related industry. Furthermore, Phelan et al.’s (2013) findings suggested, “faculty members with less experience appeared not to value the higher levels of experience as much as those faculty members who had worked in more senior posts within the hospitality industry” (p.127). These findings not only suggest that there is a difference between management experience and management experience in the industry, but also that management experience in the industry is more coveted by hospitality faculty. Yet, studies have not explored academic administrators previous management experience in the industry or its relationship with the leadership outcome of effectiveness and academic leadership effectiveness. Therefore, I propose the following hypotheses:

Hypothesis 3c: Hospitality and tourism academic administrators’ previous Management experience in the Industry will moderate the relationship between level of Transformational leadership and Effectiveness.

Hypothesis 6a: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Analytical factor.

Hypothesis 6b: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Communication factor.

Hypothesis 6c: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Student Affairs factor.

Hypothesis 6d: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Behavioral factor.

Hypothesis 6e: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC External Relations factor.

The above sections provided the foundation upon which this study is built. Next, I will present the proposed conceptual framework designed to examine the leadership effectiveness of hospitality and tourism education administrators.

Conceptual Framework for the Forthcoming Study

In this section, I will discuss the conceptual framework for the forthcoming study by describing the transformational leadership components and discuss their relationship to the higher education leadership competencies (HELC) model as a proxy measure of academic leadership effectiveness (see Figure 2).

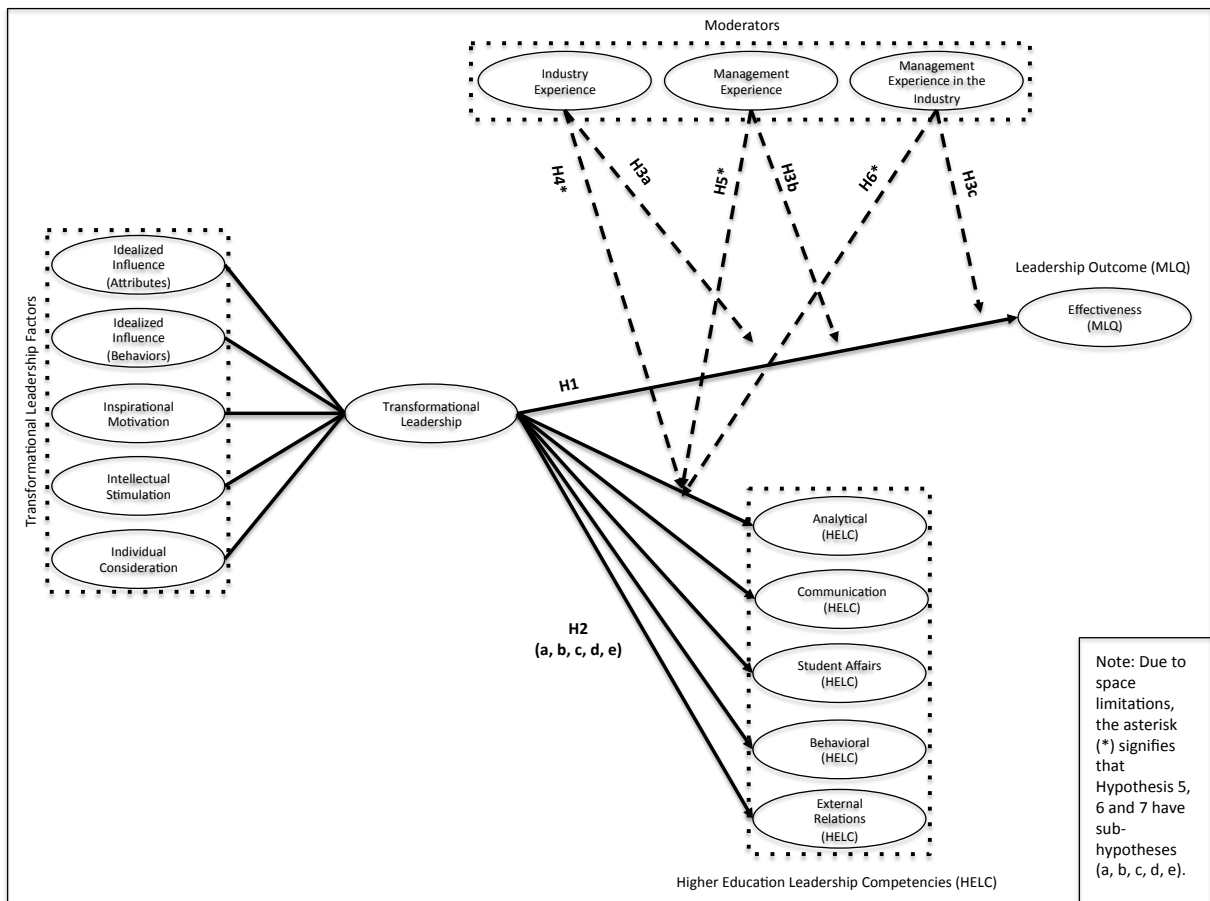


Figure 2: Full Conceptual Model - Transformation Leadership & HELC Model

Transformational Leadership

Transformational leadership theory, first coined by Downton (1973), did not gain acceptance as a critical approach until Burns (1978). Burns (1978) defines the ‘transforming leader’ as someone who (1) is able to recognize a follower’s existing need or demand, and (2) seeks to satisfy those needs by engaging the motives of that follower. The principal outcome for the transformational leader is a relationship of mutual inspiration and advancement that transforms followers into leaders, and may change leaders into moral agents (Burns, 1978). The transformational leader transforms followers through influence, and motivates followers to do more than they typically would.

- When placed on a continuum of leader effectiveness, transformational leadership is considered the most effective leadership approach (Bass & Avolio, 2004).

Transformational leadership has been observed at all organizational levels in industrial, educational, government, and military settings as the best approach to measure leadership effectiveness (Avolio & Yammarino, 2003; Avolio, Bass, & Jung, 1996; Avolio & Bass, 1998; Bass & Avolio, 1993, 1994; Yammarino, Spangler & Dubinsky, 1998; Yammarino, Spangler & Bass, 1993; Boyd, 1988; Deluga, 1988; Koh, 1990).

The transformational leadership construct is comprised of the following factors: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Idealized influence. Transformational leaders have followers who “view them in an idealized way, and as such, these leaders wield much power and influence over their followers” (Bass & Avolio, 2004, p. 28). Idealized influence describes leaders who act as the ductus exempo (Latin for leadership by example) and influence others because followers want to

emulate them. Through idealized influence, followers want to do the right thing because they respect and trust the leader. The follower respects the leader either because the leader provides the follower with a sense of purpose, acts as a role model or has created a vision for the follower (Bass & Bass, 2008; Avolio, Bass & Jung, 1999).

Inspirational motivation. The transformational leader, who utilizes inspirational motivation, communicates high expectations to followers, inspires them, and motivates them to achieve more than they would on their own. The inspirational motivation leader uses emotional cues like positive reinforcement and positive feedback to motivate followers past hurdles or speed bumps. Inspirational motivation leaders articulate, in simple ways, shared goals and a mutual understanding of what is right and important. Moreover, they provide visions of what is possible and how to attain goals (Bass & Avolio, 2004). They enhance meaning and promote positive expectations about what needs to be done (Bass, 1988a).

Intellectual stimulation. Through intellectual stimulation, transformational leaders help others to think about old problems in new ways (Bass, 1988b). Followers are encouraged by their leader to question their own beliefs, assumptions, and values, and, when appropriate, those of the leader, which may be outdated or inappropriate for solving current problems (Bass & Avolio, 2004). Intellectual stimulation leadership stimulates followers through creative, intellectual, and innovative ways to challenge their own beliefs and values. The intellectual stimulating leader supports followers, promotes the individual efforts of followers, and engages followers to step outside of the box.

Individualized consideration. Individualized consideration leadership is supportive, individual-specific, and is considerate based on each follower's particular needs. Individualized consideration represents an attempt on the part of leaders to not only recognize and satisfy their

associates' current needs, but also to expand and elevate those needs in an attempt to maximize and develop their full potential (Bass & Avolio, 2004). The individualized considerate leader coaches, nurtures and delegates follower's through organizational or personal impediments to become fully actualized (Bass, 1990).

Overall, transformational leaders move followers to accomplish more, motivate followers to the shared vision, individualize the needs of each follower and cultivate present followers into future leaders through transcending their own self-interests (Bass & Avolio, 2004).

Leadership Outcomes

Transformational leadership is traditionally associated with desired organizational outcomes such as effectiveness (Lowe, Kroeck, & Sivasubramanian, 1996). Leaders are effective if “followers achieve their goals or meets their needs as a consequence of the successful leadership” (Bass 1996, p. 464). Through transformational leadership, higher aspirations or goals of the collective group transcend the individual and result in a significant change in work unit effectiveness.

In a meta-analytic review of the transformational leadership literature, Lowe, et al. (1996) analyzed transformational and transactional leadership research that used the Multifactor Leadership Questionnaire© (MLQ©), which has been empirically linked to leader effectiveness. Lowe, et al. (1996) noted that transformational leadership had been found to relate to a range of effectiveness criteria, such as subordinate perceptions of effectiveness, as well as a variety of organizational measures of performance. Hater and Bass (1988) found that transformational leadership augmented employees' perceptions of satisfaction and effectiveness beyond what would be found with transactional leadership alone. Furthermore, transformational leadership

had a more positive impact on leader effectiveness and satisfaction than transactional leadership (Hater & Bass, 1988).

Higher Education Leadership Competencies (HELC) Model

Smith & Wolverson (2010) suggest that by “defining competencies, such as knowledge, skills, behaviors, and attributes, that are important for effective leadership” researchers can “strengthen the probability of achieving desirable organizational outcomes” and “has practical implications that might prove useful” (p. 61). Furthermore, Smith & Wolverson (2010) exclaims that by identifying these “competencies necessary or important for effective leadership” one can “create a test used to measure general leadership competence of current or future higher education leaders” (p. 64).

In support of the current study, Smith & Wolverson (2010) also expressed that future researchers should survey deans, department chairs and directors in order to “gain a full understanding of competencies necessary for effective higher education leadership” (p. 68). Thus, by using the higher education leadership competencies (HELC) model and its components (analytical, communication, student affairs, behavioral, and external relations) as a proxy measurement for understanding the competencies necessary for effective academic administrator leadership. Thus, it is posited that effective academic administrators should exude more transformational leadership behaviors than the norm population (Proposition 1).

The Current Study

The proposed study seeks to investigate hospitality and tourism academic administrators by using a transformational leadership framework in order to ascertain both their leadership

effectiveness and the relationship to higher education leadership competencies. It is critical to explore the effectiveness of hospitality and tourism education administrators, because in higher education the performance and effectiveness of a department rests in the hands of academic administrators (Brown & Moshavi, 2002). Past research has shown that poor departmental leadership can also negatively affect faculty, recruitment of new faculty, students, and other stakeholders (Gomes & Knowles, 1999).

Furthermore, Brown & Moshavi (2002) provide general support for the notion that department chair transformational leadership behaviors are associated with measures of effectiveness. In a higher education setting, the positive relationship between transformational leadership behaviors and higher education leadership competencies may affect work unit outcomes through the recurrent displays of transformational behaviors. It can be postulated that transformational leadership is essential for establishing the vision of academic units and motivating faculty to pursue that vision.

This study examines the relationships among transformational leadership behaviors and effective higher education leadership competencies for hospitality and tourism education administrators in higher education. This study extends prior research in three primary ways:

1. It is conducted in the hospitality and tourism discipline.
2. It focuses on academic administrators, who oversee the academic unit, lead faculty members, and directly impact the academic units' effectiveness.
3. The measures provide the opportunity to not only examine both previously tested and theorized relationships in cross-examination, but also develop a foundation for further academic leadership studies in the hospitality and tourism discipline.

Chapter 3:

Methods

The purpose of this research is to extend the existing knowledge of academic administrator leadership behaviors that are necessary for effective academic leadership in hospitality and tourism higher education, as viewed through the transformational leadership framework. This chapter outlines the methods employed to examine the relationships of the academic administrators' perceptions of their own transformational leadership behaviors that are associated with effective higher education leadership competencies in hospitality and tourism education.

To review, the proposed study seeks to investigate hospitality and tourism academic administrators by using a transformational leadership framework to ascertain the degree to which they possess the higher education leadership competencies needed for effective academic administrator leadership. This study's propositions and hypotheses are:

Proposition 1: Hospitality and tourism academic administrators will demonstrate more Transformational Leadership behaviors than the norm.

Hypothesis 1: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to Effectiveness.

Hypothesis 2: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC.

2a: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Analytical factor.

2b: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Communication factor.

2c: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Student Affairs factor.

2d: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Behavioral factor.

2e: Hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC External Relations factor.

Hypothesis 3: Hospitality and tourism academic administrators' previous Experience will moderate the relationship between level of Transformational leadership and Effectiveness.

3a: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and Effectiveness.

3b: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and Effectiveness.

3c: Hospitality and tourism academic administrators' previous Management experience in the Industry will moderate the relationship between level of Transformational leadership and Effectiveness.

Hypothesis 4: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and HELC.

4a: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Analytical factor.

4b: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Communication factor.

4c: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Student Affairs factor.

4d: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Behavioral factor.

4e: Hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC External Relations factor.

Hypothesis 5: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and HELC.

5a: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Analytical factor.

5b: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Communication factor.

5c: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Student Affairs factor.

5d: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Behavioral factor.

5e: Hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC External Relations factor.

Hypothesis 6: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and HELC.

6a: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Analytical factor.

6b: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Communication factor.

6c: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Student Affairs factor.

6d: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Behavioral factor.

6e: Hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC External Relations factor.

Based on the findings of Brown and Moshavi's (2002), the conceptual model that I will be using posits that hospitality and tourism academic administrators will demonstrate more

transformational leadership behaviors than the norm. Moreover, hospitality and tourism academic administrators who demonstrate transformational leadership behaviors will exhibit higher leadership effectiveness and higher scores on the higher education leadership competencies (Brown & Moshavi, 2002; Smith & Wolverton, 2010). Furthermore, by using Smith & Wolverton's (2010) higher education leadership competencies, it is presumed that hospitality and tourism academic administrators who exhibit more transformational leadership behaviors will higher scores on the higher education leadership competencies (HELC). Finally, it is expected that the relationship between hospitality and tourism academic administrators' transformational leadership behaviors and the outcomes of leadership effectiveness and the higher education leadership competencies (HELC) will be moderated by 1) industry experience, 2) management experience, and 3) management experience in the industry.

The sample population for this empirical study is the 373 hospitality and tourism academic administrators located in the United States selected from the International Council on Hotel, Restaurant and Institutional Education's (ICHRIE) online publication the *Guide to College Programs*. The researcher decided to use this membership list, because ICHRIE is the pre-eminent professional association for hospitality and tourism educators, while also serving as the global advocate of hospitality and tourism education in post-secondary academic institutions. Additionally, seven previous academic administrator studies used this sample group in conducting research on hospitality and tourism academics (Chesser et al., 1993; Partlow & Gregoire, 1993; La Lopa et al., 2002; Phelan et al., 2013; Kalargyrou, 2009; Kalargyrou & Woods, 2009; Kalargyrou & Woods, 2012). ICHRIE's *Guide to College Programs* is the most comprehensive list of hospitality and tourism academic programs, and has been used by previous

researchers investigating hospitality and tourism academics (La Lopa et al., 2002; Phelan et al., 2013; Kalargyrou, 2009; Kalargyrou & Woods, 2009; Kalargyrou & Woods, 2012).

The academic administrators were asked to complete a self-report online questionnaire that includes questions from (1) the Multifactor Leadership Questionnaire© to ascertain an aggregate measurement of transformational leadership behaviors (Bass & Avolio, 2004), (2) the higher education leadership competencies (HELC) questionnaire constructed of five components (analytical, communication, student affairs, behavioral and external relations) that have been established and deemed necessary for effective academic administrator leadership (Smith & Wolverton, 2010), and (3) general academic administrator demographical information. Utilizing this information, I conducted a cross-sectional analysis of the hospitality and tourism academic administrators to determine the prevalence of transformational leadership behaviors in relationship to the MLQ© outcome of effectiveness, and the higher education leadership competencies components of analytical, communication, student affairs, behavioral and external relations.

This section contains: (1) the explanation of the sample population and rationalization of the selected participants for the sample frame, (2) the instrumentation and measures that were operationalized, (3) the procedures employed, (4) explanation of the elected statistical analyses applied, (5) justification and description of the data analysis procedures, and (6) reasoning for the statistical apparatus used in conducting the analysis.

Sample Population

The population for this study consisted of a purposive sample of present and former academic administrators (including deans, chairs, department heads, and program directors) of

post-secondary hospitality and tourism programs in the United States. The academic administrators were selected in two ways. The first selection process garnered academic administrator information from ICHRIE's catalog of 205 academic institutions (land-grant universities, non land grant universities, and community colleges) that offer educational degrees (associate, baccalaureate, master, doctoral) in hospitality and tourism education located in the United States. If the academic administrator's information was not provided, the second sample selection procedure was extended. The researcher mined data on the academic administrators from the remaining hospitality and tourism programs' webpages. This process yielded contact information for 373 hospitality & tourism program administrators in the United States affiliated with ICHRIE.

Instrumentation and Measures

This study utilized a composite of three instruments to assess academic administrators' transformational leadership behaviors in relation to the outcomes of leadership effectiveness and the higher education leadership competencies (HELC). The first instrument that will be described in this section is the Multifactor Leadership Questionnaire©.

Multifactor Leadership Questionnaire © (MLQ©)

The purpose of the Multifactor Leadership Questionnaire © (MLQ©) is to “reveal significant factors that differentiate between effective and ineffective leaders at all levels of an organization” (Fleenor & Sheehan, 2007, p. 1). The MLQ© is designed to assess leadership styles in the context of the transformational leadership framework. The MLQ© is the most widely used and valid measure of leadership behavior (Antonakis et al., 2003; Hoffman, 2002;

Avolio & Yammarino, 2003; Avolio, Bass, & Jung, 1996; Avolio & Bass, 1988; Bass & Avolio, 1993, 1994; Boyd, 1988; Deluga, 1988; Koh, 1990). The MLQ© measures four major components of leadership: transformational, transactional, and laissez-faire leadership, and leadership outcomes. However, for this study only the transformational and leadership outcomes will be used. Utilizing a Likert-type frequency scale, respondents evaluate how frequently (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; and 4 = frequently, if not always) they have engaged in leadership-related behaviors presented.

Transformational Leadership Measures

The transformational leadership construct is composed of four separate factors with 20 distinct measures. These factors aim to establish a leader's ability to transform her or his followers into becoming leaders themselves. The transformational factors are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The idealized influence factor, formerly called charisma, "is the degree to which the leader behaves in admirable ways that cause followers to identify with the leader" (Judge & Piccolo, 2004, p. 755). This factor is comprised of 8 total measures and is separated into two categories of idealized influence - attributed (are attributed to the leader) and idealized influence - behavior (exhibited by the leader's behavior) each containing 4 measures. An example of an idealized influence - attributed question is "I instill pride in others for being associated with me". An example of an idealized behavior question is "I talk about my most important values and beliefs". Utilizing a Likert-type frequency scale, the responses are measured by how frequently (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; and 4 = frequently, if not always) respondents have engaged in these leadership-related behaviors.

The inspirational motivation factor is defined as the “degree to which the leader articulates a vision that is appealing and inspiring to followers” (Judge & Piccolo, 2004, p. 755). The inspirational motivation factor is comprised of 4 total measures. An example of an inspirational motivation question is “I talk optimistically about the future”. Utilizing a Likert-type frequency scale, the responses are measured by how frequently (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; and 4 = frequently, if not always) respondents have engaged in these leadership-related behaviors.

The third factor, intellectual stimulation, is defined as the “degree to which the leader challenges assumptions, takes risks, and solicits followers’ ideas” (Judge & Piccolo, 2004, p. 755). Intellectual stimulation is comprised of 4 total measures. A sample question from this study’s questionnaire is: “I seek differing perspectives when solving problems”. Utilizing a Likert-type frequency scale, the responses are measured by how frequently (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; and 4 = frequently, if not always) respondents have engaged in these leadership-related behaviors.

The final transformational factor, individual consideration, is defined as the “the degree to which the leader attends to each follower’s needs, acts as a mentor or coach to the follower, and listens to the follower’s concerns and needs” (Judge & Piccolo, 2004, p. 755). Comprised of 4 total measures, individual consideration is expressed as: “I spend time teaching and coaching”. Utilizing a Likert-type frequency scale, the responses are measured by how frequently (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; and 4 = frequently, if not always) respondents have engaged in these leadership-related behaviors.

Leadership Outcomes Measures

The MLQ© yields three leadership outcome variables (extra effort, effectiveness, and satisfaction with the leadership). For the purposes of this research, only one of these outcome variables, effectiveness, is being used, because it is considered the most critical outcome of transformational leadership studies (Judge & Piccolo, 2004). Additionally, the MLQ© copyright restrictions do not permit the use of all outcome variables. The effectiveness outcome factor is comprised of 4 measures. A sample effectiveness question, adapted from the MLQ©, used in this study is: “I am effective in meeting others’ job-related needs”. Utilizing a Likert-type frequency scale, the responses are measured by how frequently (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; and 4 = frequently, if not always) respondents have engaged in these leadership-related behaviors.

Higher Education Leadership Competencies (HELC)

As discussed in Chapter 2, Smith & Wolverson’s (2010) proposed that competencies “such as knowledge, skills, behaviors, and attributes are important for effective leadership and strengthen the probability of achieving desirable organizational outcomes has practical implications that might prove useful” (Smith & Wolverson, 2010, p. 61). Furthermore, competencies have been researched extensively (McClelland, 1973; McDaniel, 2002; Smith & Wolverson, 2010) in higher education and “have the advantage of offering specific attributes and frameworks for behavioral benchmarking” (McDaniel, 2002, p. 82). Moreover, Smith & Wolverson’s (2010) surveyed representatives from three higher education groups to quantitatively identify the core higher education leadership competencies that are “necessary or important for effective leadership” (Smith & Wolverson, 2010, p. 64).

In this study, Smith & Wolverson's (2010) higher education leadership competencies (HELC) model will be used as a proxy of behaviors necessary for effective academic administrator leadership. To date, no study has attempted to measure effective academic administrator leadership in congruence with the Multifactor Leadership Questionnaire© in higher education leadership studies. Thus, an a priori hypothesis (see Hypothesis 3) of this study is that the higher education leadership competencies (HELC) and its individual components will function as an outcome measure associated with the MLQ© factors, and will correlate with the MLQ© outcome factor of effectiveness. The higher education leadership competencies (HELC) will be operationalized exactly as they were in Smith & Wolverson (2010), by using a Likert-type importance scale, where respondents determine the level of importance of each higher education leadership competency (HELC) behavior (0 = Not Important; 1 = Somewhat Unimportant; 2 = S Somewhat Important; 3 = Important; and 4 = Very Important).

Higher Education Leadership Competencies (HELC) Measures

Smith & Wolverson's (2010) higher education leadership competencies (HELC) were classified in to five categories: analytical, communication, student affairs, behavioral, and external relations. These five categories (or factors) of the higher education leadership competencies (HELC) model are measured through 35 discrete measures. Reliability tests were conducted on these 35 items to ensure the measures were reliable. The HELC measures had a Cronbach's alpha of .876. The analytical leadership competencies "combine entrepreneurialism, creativity, strategic thinking, and action" (Smith & Wolverson, 2010, p. 66). Effective leaders use these communication competencies to articulate a meaningful vision for the organization (Smith & Wolverson, 2010; Fisher & Koch, 1996, 2004; Gilley et al., 1986; McLaughlin, 2004).

Student affairs competencies “are all associated with student issues, including student needs, trends, and legal consideration” (Smith & Wolverton, 2010, p. 68). Behavioral competencies are “defined by exhibiting lighthearted, unselfish behavior, with a strong focus on and interest in the actual people within the organization who contribute to successful organizational outcomes” (Smith & Wolverton, 2010, p. 66). External relations competencies “include relating with various constituent groups, working effectively with media, and understanding advancement and athletics” (Smith & Wolverton, 2010, p. 68).

The analytical leadership competencies measure “entrepreneurialism, creativity, and strategic thinking” and are “used to make systematic, process, and action-oriented decisions for the good of the organization” (Smith & Wolverton, 2010, p. 66). The analytical leadership competencies component contains 16 measures. The analytical measures are: 1) Fosters the development and creativity of learning organizations; 2) Demonstrates understanding of academics; 3) Engages multiple perspectives in decision-making; 4) Learns from self-reflection; 5) Tolerates ambiguity; 6) Sustains productive relationships with networks of colleagues; 7) Applies analytical thinking to enhance communication in complex situations; 8) Facilitates the change process; 9) Demonstrates resourcefulness; 10) Demonstrates ability to diplomatically engage in controversial issues; 11) Demonstrates negotiation skills; 12) Seeks to understand human behavior in multiple contexts; 13) Accurately assess the costs and benefits of risk taking; 14) Facilitates effective communication among people with different perspectives; 15) Demonstrates understanding of complex issues related to higher education; and 16) Responds appropriately to change (Smith & Wolverton, 2010; p. 67). Utilizing a Likert-type importance scale, responses will determine the level of importance of each higher education leadership

competency (HELC) behavior (0 = Not Important; 1 = Somewhat Unimportant; 2 = Somewhat Important; 3 = Important; and 4 = Very Important).

The communication leadership competencies measure “both oral communication and writing” and if the leader “should engage multiple perspectives in decision making” (Smith & Wolverton, 2010, p. 66). The communication leadership competencies component contains 5 measures. The communication measures are: 1) Presents self professionally as a leader; 2) Communicates vision effectively; 3) Communicates effectively; 4) Expresses views articulately in multiple forms of communication; and 5) Communicates effectively with multiple constituent groups in multiple contexts. Utilizing a Likert-type importance scale, responses will determine the level of importance of each higher education leadership competency (HELC) behavior (0 = Not Important; 1 = Somewhat Unimportant; 2 = Somewhat Important; 3 = Important; and 4 = Very Important).

The student affairs leadership competency measures “are all associated with student issues, including student needs, trends, and legal consideration” (Smith & Wolverton, 2010, p. 68). The student affairs leadership competencies component contains 4 measures. The student affairs measures are: 1) Responds to issues and needs of contemporary students; 2) Is attentive to emerging trends in higher education; 3) Demonstrates understanding of student affairs; and 4) Demonstrates understanding of legal issues. Utilizing a Likert-type importance scale, responses will determine the level of importance of each higher education leadership competency (HELC) behavior (0 = Not Important; 1 = Somewhat Unimportant; 2 = Somewhat Important; 3 = Important; and 4 = Very Important).

The behavioral leadership competency measures “lighthearted, unselfish behavior, with a strong focus on and interest in the actual people within the organization who contribute to

successful organizational outcomes” (Smith & Wolverton, 2010, p. 66). The behavioral leadership competencies component contains 5 measures. The behavioral measures are: 1) Recognizes the value of a sense of humor; 2) Supports leadership of others; 3) Demonstrates unselfish leadership; 4) Learns from others; and 5) Does not take self too seriously. Utilizing a Likert-type importance scale, responses will determine the level of importance of each higher education leadership competency (HELC) behavior (0 = Not Important; 1 = Somewhat Unimportant; 2 = Somewhat Important; 3 = Important; and 4 = Very Important).

The external relations leadership competency measures “include relating with various constituent groups, working effectively with media, and understanding advancement and athletics.” (Smith & Wolverton, 2010, p. 68). The external relations leadership competencies component contains 5 measures. The external relations measures are: 1) Relates well with governing boards; 2) Applies skills to affect decisions in government contexts; 3) Demonstrates and understanding of advancement; 4) Demonstrates an understanding of athletics; and 5) Works effectively with the media. Utilizing a Likert-type importance scale, responses will determine the level of importance of each higher education leadership competency (HELC) behavior (0 = Not Important; 1 = Somewhat Unimportant; 2 = Somewhat Important; 3 = Important; and 4 = Very Important).

Academic Administrator Background Information

This section of the questionnaire, which contains thirty-four questions, will gather demographic, institutional, and experiential information on each of the participating academic administrators selected for the study. For the purpose of this study, the questions presented in this section were topically grouped as follows: (1) alignment, (2) institution & program

information, (3) level of education & rank information, (4) academic tenure information, (5) current institution & institutional affiliation, (6) position & higher education experience, (7) industry & managerial experience, (8) institutional degree offering, and (9) basic demographics.

‘Alignment’ was created to ascertain the academic administrators’ preferred academic alliance or organizational alignment. Presented as a single multiple-choice question, ‘‘As an administrator, whom do you feel that you serve at the pleasure of most often’ offers four choices for alliance, which are: the dean, the provost, the faculty, or the university president.

The second section labeled ‘institution & program information’ contains four fill-in the-blank questions. This section asks the participants to indicate their institutional affiliation.

The third section of demographic information is the ‘level of education & rank information’ and contains two questions. These questions are multiple-choice questions and query the academic administrator as to ‘What is your highest level of education’ and ‘What is your present faculty rank’.

The fourth section relates to ‘academic tenure information’ and contains three questions: ‘Does your university offer tenure’ and ‘Do you presently have academic tenure’. The third question probes: ‘If you do have academic tenure, how many years has it been since you earned tenure’ and is an open-ended question.

In the fifth section, called ‘current institution & institutional affiliation’, questions inquire about ‘How many years have you been at your current institution’ and ‘Were you ever a graduate of your current institution’. The first question is important to gauge the length of time administrators have spent at their university. The purpose of the second question is to determine how many of the academic administrators have graduated from the institution they are currently employed. These questions are important because they could infer that (1) there is academic

inbreeding - the practice in academia of a university hiring its own graduates as faculty members, or (2) academics could prefer to stay in one location because of individual preferences (i.e. family/relatives are located in the area, significant other is employed by that institution).

Part six, titled 'position & higher education experience' inquires about the academic administrator's current position and higher education experience. The first question, 'What is your current position/ title', provides the choices: chair, dean, department head, program director, other. The second and third questions are open-ended: 'How many years have you been in your current academic position' and 'How many years have you been employed in higher education'.

The seventh set of questions relate to the academic administrator's 'industry & managerial experience'. The six questions in this section are intended to investigate the academic administrator's previous industry experience, management experience, and management experience in the industry. Explicitly, the two questions that will address academic administrator's industry experience are (see Hypothesis 3a & 4): 'Do you have industry experience (i.e. non-academic related work experience)' and 'How many years of industry experience (non-academic) do you possess'. The two questions that will address management experience are (see Hypothesis 3b & 5): 'Do you have managerial experience (i.e. non-academic related managerial experience)' and 'How many years of managerial experience (non-academic) do you possess'. Last, the two questions that will address management experience in the industry are (see Hypothesis 3c & 6): 'Do you have managerial experience in the hospitality and tourism industry (i.e. non-academic related managerial experience)' and 'How many years of managerial experience in the hospitality and tourism industry (non-academic) do you possess'.

The eighth set of questions is related to the academic degrees that are offered at the academic administrator's institution and is titled 'institutional degree offering'. The questions in this section are: 'Does your department and or program offer an Associate's degree in hospitality & / or tourism', 'Does your department and or program offer a Bachelor's degree in hospitality & / or tourism', 'Does your department and or program offer a Master's degree in hospitality & / or tourism', and 'Does your department and or program offer a Doctoral degree in hospitality & / or tourism'.

The last set of questions titled 'basic demographics' seeks to inquire about the academic administrator's age, sex, citizenship, ethnicity, race, and marital status. For the age, sex, citizenship and ethnicity categories the researcher used the current Census Bureau's categories. However, the researcher decided to extend the Census Bureau's race categories to include an additional category titled "Bi-Racial" based on findings from Townsend et al. (2012).

Procedures, Data Collection, and Compliance

In this section, I will discuss the procedures, data collection methods of this study. Based on the number of research participants, the time constraints already placed upon these participants, and the dispersed geographic location of the participants; the researcher used a web-based survey tool, Qualtrics Survey Research Suite, which allows researchers to create surveys that research participants can take through a secure web browser. Advantages of using a web-based survey tools include: (1) it is a low-cost option for data collection; (2) it saves time in sending reminders and downloading data; (3) it reduces coding errors; (4) it provides research design flexibility and adaptability; (5) global accessibility; and (6) ability to survey a large

sample set (Umbach, 2004; Dillman, 2000; Zhang, 1999). Disadvantages of web-based survey tools include: (1) bias resulting from coverage error due to mismatch between the target population and the frame population; (2) sampling error which is dependent on the number of people included in the sample; (3) measurement error from inaccurate responses due to survey mode effects; (4) nonresponse error where respondents are different than the nonresidents in regard to attitudes or demographics; (5) ethical situations that deal with the protection of participant privacy and confidentiality; and (6) technical expertise required to administer a Web-based surveys (Umbach, 2004; Couper, 2000; Dillman & Bowker, 2001; Dillman, Tortora, & Bowker, 1998).

Purposely, I have addressed each of these disadvantages through the study's research design. First, I will only be surveying hospitality and tourism academic administrators from ICHRIE. Thus my target population is my sample frame, which should alleviate any coverage area bias. Second, in response to sampling error, which is dependent on the number of represented people included in the sample, there should not be a problem with my sample size of 373 because my study "can effectively and economically survey an entire population of a particular group rather than a sample, which allows [me] to reduce or eliminate the effects of sampling error" (Umbach, 2004, p. 25; Sills and Song, 2002). Measurement error should also not be a problem based on the MLQ© and the higher education leadership competency (HELC) model being both reliable and valid instruments (Bass & Avolio, 2004; Smith & Wolverton, 2010). Nonresponse bias defined "as the bias that is introduced when respondents to a survey are different from those who did not respond in terms of demographics or attitudes" (Umbach, 2004, p. 26-27). Since my study is employing a web-based survey, nonresponse bias usually occurs "because individuals may not have equal access to the Web", but considering the sample

population is comprised of academic administrators of hospitality and tourism programs, web / Internet access should not be an issue (Umbach, 2004, p. 27). Another potential source of nonresponse bias is when “responses rates are low” (Umbach, 2004, p. 27). However I cannot forcefully influence the academic administrator sample to respond. Although I feel that academic administrators in hospitality and tourism will see the value in participating in my study, it should be acknowledged that Kalargyrou (2009), also a dissertation, only sampled 50 total hospitality and tourism faculty and administrators in her study, and only 21 were academic administrators.

As per privacy and confidentiality, the researcher has obeyed each of the University of Tennessee’s Institutional Review Board’s policies and has participated in the required CITI research courses (See Appendix B). Finally, the researcher has tested and facilitated web-based surveys prior to this study.

Procedures

This section will discuss the data collection process. Participants were contacted through an introductory email message using the Qualtrics email survey tool. This message contained a brief introduction, an explanation of the purpose of the research, an illustration of the importance of the research for the participants and the researchers, an assurance to the participants of their anonymity and confidentiality, and inclusion of a direct link to the survey hosted on a secure server.

The informed consent form was the first page of the survey. At the bottom of the informed consent form, the participant agreed (by selecting yes or no) that they had read and understood the consent form. Participants were also forced to print a copy of the consent form before proceeding to the survey. Participants who selected to opt out were immediately directed

out of the study. Participants were forced to print the informed consent before continuing to the survey, which ensured each participant received a copy of the informed consent form.

Data Collection

The initial email message including the survey link was sent to all 373 names in the sampling frame. Following the Tailored Design Method (Dillman, 2000), follow-up emails were sent to participants who did not respond to the initial email message, or did not physically opt out of the survey. The follow-up emails were sent to 343 names after one week, to 329 names after two weeks, and to 287 three weeks after the initial email. The data collected from the participants conducting the survey was stored on University of Tennessee's Qualtrics secure server, which is a password-protected server, and can only be accessed by the primary researcher. The information was downloaded from the Qualtrics server, and saved on the researcher's personal password-secured computer for statistical analysis.

Based on the sample sizes of the two most similar transformational leadership studies (Brown & Moshavi, 2002; Hinkin & Tracey, 1994), the desired sample size was 100 respondents with a minimum sample expectation of 50 respondents. A sample size of 80 academic administrators was achieved.

Compliance

In maintaining the University of Tennessee's Office of Research compliance standards as explained by the Institutional Review Board (IRB), the researcher conducting this study has completed the Collaborative Institutional Training Initiative's (CITI) Biomedical Research - Basic/Refresher, Social & Behavioral Research - Basic/Refresher, IRB Members -

Basic/Refresher, Social and Behavioral Responsible Conduct of Research Course, and the IRB Chair courses (See Appendix B).

Statistical Analyses

Utilizing the MLQ© structure developed and identified by Bass and Avolio (2004), this study replicated the instrument developer's recommended statistical techniques. First, the researcher will calculate an average by component scale. This average component scale will be calculated by adding all of the responses for a specific scale together; then the researcher will divide by the total number of responses for that item (Bass & Avolio, 2004, p. 118). Blank answers will not be included in the calculation. Next average component scale will be compared to the average for each scale to the norm tables in of the MLQ Manual (Bass & Avolio, 2004, p. 118).

Due to the copyright restrictions of the Multifactor Leadership Questionnaire© (MLQ©), specific attention will only be placed on the highest scored and the lowest scored item in each factor of the Transformational Leadership and Effectiveness as well as the composite score of the entire factor based on the academic administrators' responses. Composite scores were created based on Bass & Avolio (2004, p. 118) recommendations. Specifically, the factor composite score was created by adding the individual scores for all responses for each individual factor; then dividing by the total number of responses for the respective item (Bass & Avolio, 2004, p. 118). If an item was left blank, the score reflected only the total items scored divided by the total number answered.

To determine whether or not each of the academic administrators possessed more transformational leadership behaviors than the norm population (Proposition 1), each MLQ©

factor composite for the respective respondent was given a percentile rating based on Bass & Avolio (2004, p. 110) *Percentiles for Individual Scores Based on Self Ratings (US)*.

For example, if a respondent had the following scores (3 - Fairly Often, 4 – Frequently, if not Always, 2 - Sometimes, 1 – Once in a While) for the four Idealized Influence (Attributes) questions, their total score would be 10. The Idealized Influence (Attribute) composite score was calculated by obtaining the Idealized Influence (Attribute) total score (10) then dividing by the total number of questions answered (4) to get the Idealized Influence composite score of 2.5. Using the *Percentiles for Individual Scores Based on Self Ratings (US)* to determine that individual's percentile rating of the Idealized Influence (Attribute), an IA score of 2.5 is in the 20th percentile. This means 20% of the normed population (all those who have taken the MLQ) scored lower, and 80% of the normed population scored higher than this respondent. This process was then conducted for each individual for each of the Transformational Leadership factors.

Analyses of variance (ANOVA) were conducted to examine whether there was a significant difference between academic administrators' transformational leadership composite score in relation to their Effectiveness composite score (Hypothesis 1). In order to test Hypothesis 1, it was necessary to divide the academic administrators into three equal groups (low Transformational, mid Transformational and high Transformational) based on their transformational composite scores in order to conduct post-hoc tests.

To calculate the total Transformational composite score, the composite scores of the Idealized Influence (Attribute), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration were added together to determine a total Transformational Composite score for each respondent. Using the SPSS cut-off point

function, the population was partitioned into three equal groups based on their total Transformational Composite scores. One-way ANOVA's will also be conducted to verify these relationships with Effectiveness. The population will be divided into three equal groups using SPSS sort function based on their transformational score (low Transformational, mid Transformational and high Transformational) in order to conduct post-hoc tests.

For Hypothesis 2(a, b, c, d, e) each factor of the Higher Education Leadership Competencies scale will be reviewed individually. The higher education leadership competencies factors are: Analytical, Communication, Student Affairs, Behavioral, and External Relations. Composite scores were also created for each of the HELC factors similar to the MLQ factors. Specifically, the composite score was calculated by adding the individual item response scores for each individual factor; then the total number of responses for the respective item divided the total score. If an item was left blank, the score reflected only the total items scored divided by the total number answered. One-way ANOVA tests were conducted on the HELC Analytical Composite Score in the same manner as in Hypothesis 1, by measuring the relationship of the academic administrators' levels of Transformational Leadership behaviors (low Transformational, mid Transformational and high Transformation) in relation to the HELC Analytical Composite measure.

Hypothesis 3 (a, b, c) states that hospitality and tourism academic administrators' previous Experience will moderate the relationship between level of Transformational leadership and Effectiveness.. In order to test these hypotheses, a factorial 3 x 4 ANOVA was used. The level of Transformational Leadership (low Transformational, mid Transformational and high Transformational) will be measured in the same format as expressed in Hypothesis 1 & Hypothesis 2. The measures of Industry Experience (Hypothesis 3a), Management Experience

(Hypothesis 3b), and Management Experience in the Industry (Hypothesis 3c) were categorized into four distinct group levels (no experience, low experience, mid experience, and high experience), which will be further explained for each factor.

For Hypothesis 4 (a, b, c, d, e) HELC composite scores will be used to conduct a factorial of 3(level of Transformational Leadership) x 4 (Years of Industry Experience) between subjects analysis. The main effects, interaction effects and simple effects will be reviewed. For Hypothesis 5 (a, b, c, d, e) HELC composite scores will be used to conduct a factorial of 3(level of Transformational Leadership) x 4 (Years of Managerial Experience) between subjects analysis. For Hypothesis 6 (a, b, c, d, e) HELC composite scores will be used to conduct a factorial of 3(level of Transformational Leadership) x 4 (Years of Managerial Experience in the Industry) between subjects analysis. The main effects, interaction effects and simple effects will be reviewed. The main effects, interaction effects and simple effects will be reviewed.

All data will be processed using SPSS to generate covariance matrices. Considering the results, an accurate estimation of the possible number of factors and the multiple models that can be extracted will be undertaken. Missing data will be extracted using listwise deletion, whereby an entire record is excluded from analysis if any single value is missing (Bass & Avolio, 2004; Avolio & Bass, 1998).

Explicitly, the researcher will delete any record that does not complete any of the Likert-type scale questions measured in the MLQ© and higher education leadership competency (HELC) scales. The researcher may decide to keep the record if the respondent answered all of the Likert-type scale questions measured by the MLQ© and higher education leadership competencies (HELC) scales, but decide not to answer the open-ended questions about the

specific university, school or program. The researcher has decided to allow these records, because some respondents may feel this could possibly identify the respondent.

Chapter 4

Results and Analyses

As stated in the previous chapters, the purpose of this study was to examine the relationships between transformational leadership styles and academic leadership effectiveness for hospitality and tourism education administrators in higher education. In this section, a presentation of the relevant quantitative data about the academic administrators, who participated in this study, will be presented. Specifically, this section will be partitioned into two main sections: results and analyses.

In the results subsection, descriptive statistics of the sample population will first be provided. This will be followed by the sample demographic characteristics of the academic administrators. Next, a review of the academic administrators' responses to inquiries about their previous industry experience, managerial experience, and managerial experience in the industry are offered. A review of the results from the inquiries about the academic administrators' academic alignment will then be reviewed. Next, a review of the descriptive statistics from the academic administrators' responses from the Multifactor Leadership Questionnaire (MLQ) and the Higher Education Leadership Competency (HELC) questionnaire will be provided.

In the analyses subsection, a discussion of the results in light of the study's research questions, literature review, and conceptual framework will be offered. Specifically, the analyses sub-section will aim to find patterns, themes, ambiguities and inconsistencies in the data. Furthermore, the analyses section will reflect upon the practical and theoretical implications of this study.

Results

Sample Demographics

The survey was sent via email message to 373 hospitality &/or tourism academic administrators in the United States via the University of Tennessee's Qualtrics Survey system. Of the 373 surveys invitations distributed, 147 (42%) academic administrators started the survey. One hundred forty-two administrators accepted the informed consent, while five respondents did not. Of the 142 that did accept the informed consent, only 80 academic administrators completed the entire survey for a 23% response rate. The respondents represented 66 different institutions. It should be noted that the dissertation from Kalargyrou (2009) investigated 236 faculty and academic administrators in hospitality and tourism and had an overall response rate of 21.19% with 29 responses from faculty and 21 responses from administrators (Kalargyrou, 2009, p. 60).

Prior to delving into the more specific analyses of the study, it is essential that we first take a glimpse at what the responding hospitality and /or tourism academic administrator in the United States is like. Based on the findings from this research, the typical hospitality &/or tourism academic administrator is most likely male (60%), between the ages of 51-65, is a United States citizen, not of Hispanic or Latino descent, typically White or Caucasian, and is married. He has been employed in higher education for approximately 22 years, has been at his current institution for nearly fourteen of those years, and holds the rank of Full Professor / Professor. He holds a doctoral degree in Education, Business, or Hospitality &/or Tourism, and holds no degrees from his present institution. The responding administrator has earned academic tenure and has possessed it for roughly 10-20 years.

The administrators' institutions primarily offer Bachelor and Master degrees in hospitality and/or tourism and do not typically offer Associate's or Doctoral degrees. The

majority of the hospitality and/or tourism academic administrators typically have thirteen years of industry experience, ten years of managerial experience, and eleven years of managerial experience in the industry. These administrators are also more likely to align their goals with the Dean or the Faculty rather than the Provost or the University President.

The academic administrators who participated in the survey were fifty-nine percent male (n = 47), forty percent female (n = 32) and one administrator chose not to answer. Forty-six percent (n=36) were between the ages of 51-60, twenty-seven percent (n=22) were between the ages of 61-70, twenty-four percent (n=19) of the participants were under the age of 50, and three percent (n=2) were over the age of 70. All of the academic administrators were United States citizens (n = 79). As per the ethnicity of the participants, ninety-eight percent (n=76) of the participants were “Not Hispanic or Latino”; while only one person was “Hispanic or Latino” (2%). Ninety-two percent (n=73) of the participants stated that they were “White or Caucasian” while four participants (5%) were “Black or African American”, one participant was “Asian” (1.3%) and one participant filed as “Other” (1.3%). In regards to the academic administrators’ marital status, eighty-three percent (n=66) were “Married”, five percent (n=4) were “Divorced”, two percent (n=1) were “Separated”, two percent (n=1) were “Widowed” and eight percent (n=6) were “Never Married or Single” [see Table 2].

Table 2:**Sample Demographic Characteristics: Sex, Age, U.S. Citizenship, Ethnicity, Race & Marital Status**

<i>Demographic</i>		<i>N (%)</i>
<i>Sex</i>	Male	47 (59.5%)
	Female	32 (40.5%)
<i>Age</i>	36 - 40	4 (5.1%)
	41 - 45	5 (6.3%)
	46 – 50	10 (12.7%)
	51 - 55	11 (13.9%)
	56 – 60	25 (31.6%)
	61 – 65	17 (21.5%)
	66 – 70	5 (6.3%)
<i>U.S. Citizenship</i>	70 +	2 (2.5%)
	U.S. Citizen	79 (100%)
<i>Ethnicity</i>	Not U.S. Citizen	0 (0%)
	Hispanic or Latino	1 (1.3%)
<i>Race</i>	Not Hispanic or Latino	76 (98.7%)
	Asian	1 (1.3%)
<i>Marital Status</i>	Black or African American	4 (5.1%)
	White or Caucasian	73 (92.4%)
<i>Marital Status</i>	Other	1 (1.3%)
	Married	66 (84.6%)
	Widowed	1 (1.3%)
	Divorced	4 (5.0%)
	Separated	1 (1.3%)
<i>Marital Status</i>	Never Married or Single	6 (7.5%)

The academic administrators, who responded to this survey, have been employed in higher education for an average of 22.28 years with a minimum of 2 years and a maximum of 45 years. The administrators have been at their current institution for an average of 13.28 years with a minimum of 0.5 years and a maximum of 42 years. Thirty-one percent (n=25) of the

administrators classified their current academic position as “Dean”, twenty-one percent (n=17) of as “Chairperson”, eighteen percent (n=14) as “Other”, sixteen percent (n=13) as “Program Director”, and thirteen percent (n=10) as “Department Head”. The administrators have been in their current position for average of 5.55 years with a minimum of 0.5 years and a maximum of 26 years. In regards to the administrators faculty rank, fifty-seven percent categorized themselves as “Professor/ Full Professor” (n=45), twenty-three percent as “Associate Professor” (n=18), nine percent as “Assistant Professor” (n=7), five percent as “Instructor” (n=4) one percent as “Lecturer” (n=1) and one percent as “Professor Emeritus” (n=1) [see Table 3].

Table 3:

Sample Demographic Characteristics: Years Employed in Higher Education, Years at Current Institution, Current Position, Years in Current Position, and Current Faculty Rank

<i>Demographic</i>	<i>N (%)</i>	<i>μ</i>	<i>Median</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>
<i>Years Employed in Higher Education</i>	80 (100%)	22.28	21.00	43.00	2.00	45.00
<i>Years at Current Institution</i>	78 (100%)	13.28	11.00	41.50	0.50	42.00
<i>Current Position</i>						
Chairperson	17 (21.5%)					
Dean	25 (31.6%)					
Dept. Head	10 (12.7%)					
Prog. Director	13 (16.5%)					
Other	14 (17.5%)					
<i>Years in Current Position</i>	78 (100%)	5.55	4.00	25.50	0.50	26.00
<i>Current Faculty Rank</i>						
Lecturer	1 (1.3%)					
Instructor	4 (5.3%)					
Assistant Professor	7 (9.2%)					
Associate Professor	18 (23.7%)					
Professor / Full Professor	45 (59.2%)					
Professor Emeritus	1 (1.3%)					

In respect to the academic administrators' highest level of education, one percent had obtained a 4-Year College Degree (Bachelor of Science), five percent had obtained a Master's Degree in Education (n=4), eight percent received a Master's Degree in Business (n=6), eight percent a Master's Degree in an "Other" field (n=6), sixteen percent had earned a Doctoral Degree in Education (n=13), twenty percent had a Doctoral Degree in a Business-related field (n=16), eleven percent a Doctoral Degree in Hospitality & / or Tourism (n=9), twenty-eight percent a Doctoral Degree classified as "Other" (n=22), and four percent with a Professional Degree classified as Juris Doctorate (n=3). When asked if the academic administrator was a previous graduate from their current institution twenty-nine percent stated "Yes" (n=23), while seventy-one percent stated "No"(n=57) [see Table 4].

Table 4:

Sample Demographic Characteristics: Highest Level of Education, and Graduate of Current Institution

<i>Demographic</i>	<i>N (%)</i>
<i>Highest Level of Education</i>	
4-Year College Degree (Bachelor of Science)	1 (1.3%)
Master's Degree (Education)	4 (5.0%)
Master's Degree (Business)	6 (7.5%)
Master's Degree (Other)	6 (7.5%)
Doctoral Degree (Education)	13 (16.3%)
Doctoral Degree (Business)	16 (20.0%)
Doctoral Degree (Hospitality &/or Tourism)	9 (11.3%)
Doctoral Degree (Other)	22 (27.5%)
Professional Degree (Juris Doctorate)	3 (3.8%)
<i>Graduate of Present University</i>	
Yes	23 (28.7%)
No	57 (71.3%)

In regards to academic tenure, ninety percent (n=72) of the administrators' institutions do offer tenure to their faculty and nine percent (n=7) of the respondents' institutions do not offer tenure. Of the participants that are offered tenure at their institution, seventy-three percent (n=58) of the participants stated "Yes" they have tenure, whereas twenty-four percent stated "No" (n=19) they do not have tenure. Of the participants that achieved tenure, one percent (n=1) have earned tenure in the past year, nine percent (n=7) have had tenure for 1-5 years, sixteen percent have had tenure from 6-10 years (n=13), fifteen percent for 11-15 years (n=12), sixteen percent for 16-20 years (n=13), eight percent for 21-25 years (n=6), and six percent for 26 or more years (n=5) [see Table 5].

Table 5:

Sample Demographic Characteristics: Institution Offers Tenure, Have Tenure, and Years Since Earned Tenure

<i>Demographic</i>		<i>N (%)</i>
<i>Institution Offers Tenure</i>		
	Yes	72 (91.1%)
	No	7 (8.9%)
<i>Have Tenure</i>		
	Yes	58 (75.3%)
	No	19 (24.7%)
<i>Years Since Earned Tenure</i>		
	Do Not Have Tenure	13(18.6%)
	Less than 1 Year	1 (1.4%)
	1 – 5 Years	7 (10.0%)
	6 – 10 Years	13 (18.6%)
	11 – 15 Years	12 (17.1%)
	16 – 20 Years	13 (18.6%)
	21 – 25 Years	6 (8.6%)
	25 or More Years	5 (7.1%)

Each of the participants in the survey was also asked about the types of degrees offered at their current institution. Twenty-three percent of the respondents (n=18) stated that their institution offered an Associate's degree in Hospitality &/ or Tourism whereas seventy-seven percent (n=62) stated they do not offer an Associate's degree in Hospitality &/ or Tourism. When asked if their current institution offered a Bachelor's degree in Hospitality & / or Tourism, eighty-four percent (n=67) stated "Yes" while sixteen percent stated "No" (n=13). Forty-two percent (n=33) of the represented institutions offer a Master's degree in Hospitality & / or Tourism, while fifty-eight percent (n=46) indicated that they do not offer a Master's degree. Fourteen percent (n=11) of the institutions represented offer a Doctoral degree in Hospitality & / or Tourism, while eighty-five percent (n=68) do not offer a Doctoral degree in Hospitality & / or Tourism [see Table 6].

Table 6:

Sample Demographic Characteristics: Degrees Offered at Institution

<i>Demographic</i>			<i>N (%)</i>
<i>Degrees Offered at Institution</i>			
Associate's Degree	Yes		18 (22,5%)
	No		62 (77.5%)
Bachelor's Degree	Yes		67 (83.8%)
	No		13 (16.3%)
Master's Degree	Yes		33 (41.8%)
	No		46 (58.2%)
Doctoral Degree	Yes		11 (13.9%)
	No		68 (86.1%)

Industry Experience, Managerial Experience, and Managerial Experience in the Hospitality &/ or Tourism Industry

One of the central explorations of this dissertation research was to inquire about current administrators' previous industry experience, managerial experience, and managerial experience in the hospitality &/ or tourism industry [see Table 7].

Examining the academic administrators' previous industry experience, eighty-six percent (n=69) stated "Yes" that they had previous non-academic industry experience whereas fourteen percent (n= 11) stated that they had "No" previous industry experience. Furthermore, of the academic administrators who did have previous industry experience, on average the administrators possessed 13. 5 years of previous industry experience with a minimum of two years and a maximum of thirty years.

When probed about non-academic managerial experience, eighty percent (n=64) of the respondents possessed previous managerial experience and twenty percent (n=16) had "No" previous managerial experience. On average the participants with previous managerial experience had 10.7 years of previous managerial experience, and responses ranged from a minimum of 1 year to a maximum of 34 years of previous managerial experience. The extent of the previous managerial experience in the industry that the academic administrators possessed ranged from a minimum of 1 year to a maximum of 30 years with an average 11.6 years.

Table 7:**Academic Administrators' Characteristics: Industry Experience, Managerial Experience, and Managerial Experience in the Industry**

<i>Demographic</i>		<i>N (%)</i>	<i>μ</i>	<i>Median</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>
<i>Industry Experience</i>	Yes	69 (86.3%)					
	No	11 (13.8%)					
<i>Years of Industry Experience</i>		69	13.5	14.00	28.00	2.00	38.00
<i>Managerial Experience</i>	Yes	64 (80.0%)					
	No	16 (20.0%)					
<i>Years of Managerial Experience</i>		64	10.71	8.00	33.00	1.00	34.00
<i>Managerial Experience in the Industry</i>	Yes	45 (56.3%)					
	No	35 (43.8%)					
<i>Years of Mgmt. Experience in the Industry</i>		45	11.62	10.00	29.00	1.00	30.00

Alignment

Another novel line of inquiry conducted in this dissertation related to alignment [see Table 8], which is defined as a position of agreement or alliance. Specifically, the question inquired, “As an administrator, whom do you feel that you serve at the pleasure of most often?”. The respondents were given four choices to select from: the Dean, the Provost, the Faculty, and the University President. Thirty-seven percent (n=29) of the academic administrators aligned themselves with the Dean, eighteen percent (n=14) with the Provost, thirty-three percent (n=26) with the Faculty, and eleven percent (n=9) with the University President.

Table 8:**Academic Administrators' Alignment**

<i>Demographic</i>		<i>N (%)</i>
<i>Alignment</i>		
	The Dean	29 (37.2%)
	The Provost	14 (17.9%)
	The Faculty	26 (33.3%)
	The University President	9 (11.5%)

Multifactor Leadership Questionnaire © (MLQ©)

In order to clear picture of the transformational leadership and the effectiveness constructs, each of the factors will be reviewed individually. Due to the copyright restrictions of the Multifactor Leadership Questionnaire© (MLQ©), specific attention will only be placed on the highest scored and the lowest scored item in each factor, as well as the composite score of the entire factor based on the academic administrators' responses. Composite scores were created based on Bass & Avolio (2004, p. 118) recommendations. Specifically, the factor composite score was created by adding the individual scores for all responses for each individual factor; then dividing by the total number of responses for the respective item (Bass & Avolio, 2004, p. 118). If an item was left blank, the score reflected only the total items scored divided by the total number answered.

Transformational Leadership

In this section, the descriptive statistics will be presented for each of the transformational leadership factors [see Table 9]: Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. To

recapitulate, transformational leadership is a “process of influencing in which leaders change their associates’ awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way” (Bass & Avolio, 2004, p. 101).

Idealized Influence (Attribute) - The highest scored item of the Idealized Influence (Attribute) factor was item IA2 – “I go beyond self-interest for the good of the group”. The mean score ($\mu = 3.54$) of this item was significantly higher than the other items in the Idealized Influence scale. The lowest scored item was item IA4 – “I display a sense of power and confidence” with a mean score of 2.76. The composite score of the Idealized Influence (Attribute) factor showed a mean score of 3.15. It is important to note that based on the other Transformational factor composites, the Idealized Influence (Attribute) factor had the lowest mean, standard error of the mean ($SE = .051$), the lowest standard deviation ($SD = .455$), and the lowest variance ($\sigma = .207$).

Idealized Influence (Behavior) – The highest scored item on the Idealized Influence (Behavior) factor was item IB3 – “I consider the moral and ethical consequences of decisions” with a mean score of 3.69. Interestingly, item IB3 was also the highest item mean in the Transformational leadership construct with the lowest standard error of the mean ($SE = .058$), standard deviation ($SD = .518$) and variance ($\sigma = .268$). The lowest scored Idealized Influence (Behavior) item IB1 – “I talk about my most important values and beliefs” ($\mu = 2.57$) not only was the lowest scored item in the construct, but was also the lowest scored item in the Transformational leadership construct. Respectively, item IB1 had the largest standard error of the mean ($SE = .108$), standard deviation ($SD = .957$), and variance ($\sigma = .915$) of any item in the transformation leadership construct. The Idealized Influence (Behavior) composite had a mean of 3.23.

Inspirational Motivation – The highest scored item on the Inspirational Motivation factor was item IM4 – “I express confidence that goals will be achieved” with a mean score of 3.43. The lowest scored Inspirational Motivation item, IM3 – “I articulate a compelling vision of the future”, had a mean score of 3.11. The Inspirational Motivation factor composite score was 3.34.

Intellectual Stimulation – The highest scored Intellectual Stimulation item IS2 – “I seek differing perspectives when solving problems” had a mean score of 3.27. The lowest scored Intellectual Stimulation item, IS3 – “I get others to look at problems from many different angles”, had a mean score of 3.00. The Intellectual Stimulation factor composite score had a mean of 3.12, which was the lowest scored composite item in the Transformational construct.

Individualized Consideration – The highest scored Individualized Consideration item IC2 – “I treat others as individuals rather than just as a member of a group” had a mean of 3.56. The lowest scored Individualized Consideration item IC1 – “I spend time teaching and coaching” with a mean of 3.23. The composite score of the Individualized Consideration factor had a mean of 3.36. It is important to note that based on the other Transformational factor composites, the Individualized Consideration factor had the highest mean, standard error of the mean (SE = .079), the highest standard deviation (SD=.704), and the highest variance ($\sigma = .282$).

Table 9:

Academic Administrators' Transformation Leadership Descriptive Statistics for MLQ Subscales and Composite Scores for Idealized Influence (Attribute), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation, Individualized Consideration

<i>Scale</i>	<i>Item</i>	<i>N</i>	μ	<i>SE</i>	<i>SD</i>	σ
<i>Idealized Influence (Attribute)</i>	IIA1	79	3.09	.094	.835	.697
	IIA2	79	3.54	.067	.595	.354
	IIA3	80	3.20	.070	.624	.390
	IIA4	80	2.76	.088	.783	.614
	IIA Composite	80	3.15	.051	.455	.207
<i>Idealized Influence (Behavior)</i>	IIB1	79	2.57	.108	.957	.915
	IIB2	80	3.36	.084	.750	.563
	IIB3	80	3.69	.058	.518	.268
	IIB4	80	3.28	.073	.656	.430
	IIB Composite	80	3.23	.057	.507	.257
<i>Inspirational Motivation</i>	IM1	79	3.39	.073	.649	.421
	IM2	79	3.41	.069	.610	.372
	IM3	80	3.11	.080	.711	.506
	IM4	79	3.43	.069	.614	.377
	IM Composite	80	3.34	.055	.493	.243
<i>Intellectual Stimulation</i>	IS1	78	3.17	.094	.828	.686
	IS2	79	3.27	.074	.655	.428
	IS3	79	3.00	.072	.641	.410
	IS4	79	3.06	.079	.704	.496
	IS Composite	80	3.12	.056	.497	.247
<i>Individualized Consideration</i>	IC1	80	3.23	.087	.779	.607
	IC2	80	3.56	.066	.592	.350
	IC3	79	3.35	.092	.817	.668
	IC4	80	3.31	.077	.686	.471
	IC Composite	80	3.36	.059	.531	.282

MLQ Leadership Outcomes

Effectiveness – The highest scored Effectiveness item EFF3 – “I am effective in meeting organizational requirements” had a mean score of 3.59. The lowest scored mean item was item

EFF1 – “I am effective in meeting others’ job-related needs” with a mean score of 3.24. The composite Effectiveness score had a mean of 3.43 [see Table 10].

Table 10:

Academic Administrators’ Descriptive Statistics for MLQ Effectiveness Composite and Subscales

<i>Scale</i>	<i>Item</i>	<i>N</i>	μ	<i>SE</i>	<i>SD</i>	σ
<i>Effectiveness</i>	EFF1	78	3.24	.078	.687	.472
	EFF2	80	3.49	.067	.595	.354
	EFF3	79	3.59	.056	.494	.244
	EFF4	79	3.41	.075	.670	.449
	EFF Composite	80	3.43	.050	.477	.200

Higher Education Leadership Competencies

In this section, a review of the Higher Education Leadership Competencies findings will be provided. Like the transformational leadership constructs, each factor of the Higher Education Leadership Competencies scale will be reviewed individually [see Table 11]. Specific attention will only be placed on the highest scored and the lowest scored item in each of the factors. The higher education leadership competencies factors are: Analytical, Communication, Student Affairs, Behavioral, and External Relations. Composite scores were also created for each of the HELC factors similar to the MLQ factors. Specifically, the composite score was calculated by adding the individual item response scores for each individual factor; then the total number of responses for the respective item divided the total score. If an item was left blank, the score reflected only the total items scored divided by the total number answered.

Analytical – Analytical leadership competencies combine entrepreneurialism, creativity, strategic thinking, and action (Smith & Wolverton, 2010, p. 66). The highest scored item ($\mu = 3.69$) in the Analytical factor was item ANA3 – “Engages multiple perspectives in decision-making”. The lowest scored item ANA5 – “Tolerates ambiguity” had a mean score of 2.55. The composite Analytical score had a mean of 3.46.

Table 11:

Academic Administrators’ Higher Education Leadership Competency Descriptive Statistics for the Analytical Factor Items and Composite Score

<i>Factor</i>	<i>Item</i>	<i>N</i>	μ	<i>SE</i>	<i>SD</i>	σ
<i>Analytical</i>	ANA1	80	3.43	.071	.632	.399
	ANA2	79	3.66	.059	.528	.279
	ANA3	80	3.69	.055	.493	.243
	ANA4	80	3.54	.066	.594	.353
	ANA5	80	2.55	.112	1.005	1.010
	ANA6	79	3.58	.066	.591	.349
	ANA7	80	3.45	.064	.571	.327
	ANA8	79	3.52	.065	.574	.330
	ANA9	79	3.68	.056	.495	.245
	ANA10	79	3.51	.062	.552	.304
	ANA11	78	3.54	.057	.502	.252
	ANA12	79	3.43	.074	.654	.428
	ANA13	80	3.39	.068	.606	.367
	ANA14	79	3.49	.065	.575	.330
	ANA15	79	3.44	.067	.594	.352
	ANA16	80	3.50	.064	.574	.329
	ANA Composite	80	3.46	.036	.322	.103

Communication – The Communication competency examines the academic administrator’s “in both oral communication and writing” and how s/he “should engage multiple perspectives in decision making” (Smith & Wolverton, 2010, p. 66). The highest scored item (μ

= 3.80) in the Communication factor was item COM3 – “Communicates Effectively”. The lowest scored item COM4 – “Expresses views articulately in multiple forms of communication” had a mean score of 3.38. The composite Communication score had a mean of 3.60 [see Table 12].

Table 12:

Academic Administrators’ Higher Education Leadership Competency Descriptive Statistics for the Communication Factor Items and Composite Score

<i>Factor</i>	<i>Item</i>	<i>N</i>	μ	<i>SE</i>	<i>SD</i>	σ
<i>Communication</i>	COM1	79	3.61	.066	.587	.344
	COM2	79	3.66	.054	.477	.228
	COM3	80	3.80	.045	.403	.162
	COM4	79	3.38	.068	.606	.367
	COM5	80	3.55	.061	.549	.301
	COM Composite	80	3.60	.042	.374	.140

Student Affairs – The Student Affairs “competencies are all associated with student issues, including student needs, trends, and legal consideration” (Smith & Wolverton, 2010, p. 68). The highest scored item ($\mu = 3.34$) in the Student Affairs factor was item STAF2 – “Is attentive to the emerging trends in higher education”. The lowest scored item STAF3 – “Demonstrates an understanding of student affairs” had a mean score of 3.09. The composite Student Affairs score had a mean of 3.22 [see Table 13].

Table 13:

Academic Administrators' Higher Education Leadership Competency Descriptive Statistics for the Student Affairs Factor Items and Composite Score

<i>Factor</i>	<i>Item</i>	<i>N</i>	μ	<i>SE</i>	<i>SD</i>	σ
<i>Student Affairs</i>	STAF1	77	3.29	.064	.559	.312
	STAF2	80	3.34	.071	.635	.404
	STAF3	80	3.09	.076	.679	.461
	STAF4	79	3.15	.074	.662	.438
	STAF Composite	80	3.22	.054	.480	.230

Behavioral – The Behavioral competency is “defined by exhibiting lighthearted, unselfish behavior, with a strong focus on and interest in the actual people within the organization who contribute to successful organizational outcomes” (Smith & Wolverton, 2010, p. 66). The highest scored item ($\mu = 3.59$) in the Behavioral factor was item BEHA4 – “Learns from others”. The lowest scored item BEHA5 – “Does not take self too seriously” had a mean score of 3.37. The composite Behavioral score had a mean of 3.52 [see Table 14].

Table 14:

Academic Administrators' Higher Education Leadership Competency Descriptive Statistics for the Behavioral Factor Items and Composite Score

<i>Factor</i>	<i>Item</i>	<i>N</i>	μ	<i>SE</i>	<i>SD</i>	σ
<i>Behavioral</i>	BEHA1	80	3.56	.056	.499	.249
	BEHA2	78	3.56	.062	.549	.301
	BEHA3	80	3.53	.067	.595	.354
	BEHA4	80	3.59	.063	.567	.321
	BEHA5	78	3.37	.075	.667	.444
	BEHA Composite	80	3.52	.045	.399	.159

External Relations – The External Relations competencies “include relating with various constituent groups, working effectively with media, and understanding advancement and athletics (Smith & Wolverton, 2010, p. 68). The highest scored item ($\mu = 3.29$) in the External Relations factor was item EXRE3 – “Demonstrates an understanding of advancement”. The lowest scored item EXRE4 – “Demonstrates an understanding of athletics” had a mean score of 2.16. The composite External Relations score had a mean of 2.84, which was the lowest of all of the HELC composite scores [see Table 15].

Table 15:

Academic Administrators’ Higher Education Leadership Competency Descriptive Statistics for the External Relations Factor Items and Composite Score

<i>Factor</i>	<i>Item</i>	<i>N</i>	μ	<i>SE</i>	<i>SD</i>	σ
<i>External Relations</i>	EXRE1	80	3.26	.079	.707	.500
	EXRE2	80	2.65	.089	.797	.635
	EXRE3	79	3.29	.083	.736	.542
	EXRE4	80	2.16	.129	1.152	1.328
	EXRE5	77	2.87	.098	.864	.746
	EXRE Composite	80	2.84	.069	.620	.385

Analyses

Proposition 1 states that hospitality and tourism academic administrators will demonstrate more Transformational Leadership behaviors than the norm. In order to determine whether or not each of the academic administrators possessed either more transformational leadership behaviors than the norm, each MLQ© factor composite score for the respective respondent was given a percentile rating based on Bass & Avolio (2004, p. 110) *Percentiles for Individual Scores Based on Self Ratings (US)* (see Table 16).

For example, if a respondent had the following scores (3 - Fairly Often, 4 – Frequently, if not Always, 2 - Sometimes, 1 – Once in a While) for the four Idealized Influence (Attributes) questions, their total score would be 10. To determine the Idealized Influence (Attribute) composite score their Idealized Influence (Attribute) total score (10) is divided by the total number of questions answered (4) to get the Idealized Influence composite score of 2.5. Using the *Percentiles for Individual Scores Based on Self Ratings (US)* to determine that individual's percentile rating of the Idealized Influence (Attribute), an IA score of 2.5 is in the 20th percentile. This means 20% of the normed population (all those who have taken the MLQ) scored lower, and 80% of the normed population scored higher than this respondent. This process was then conducted for each individual for each of the Transformational Leadership factors.

Table 16:**Percentiles for Individual Scores Based on Self Ratings (US)**

Factor <i>N</i> =	<i>IA</i> 3,755	<i>IB</i> 3,755	<i>IM</i> 3,755	<i>IS</i> 3,755	<i>IC</i> 3,755
<i>%tile</i>	MLQ Scores				
5	2.00	2.00	2.00	2.00	2.25
10	2.25	2.25	2.25	2.25	2.50
20	2.50	2.50	2.50	2.50	2.75
30	2.75	2.75	2.75	2.75	3.00
40	2.75	3.00	3.00	2.75	3.00
50	3.00	3.00	3.00	3.00	3.25
60	3.00	3.25	3.25	3.00	3.25
70	3.25	3.25	3.50	3.25	3.50
80	3.50	3.50	3.50	3.50	3.50
90	3.50	3.75	3.75	3.75	3.75
95	3.75	4.00	4.00	3.75	4.00

Transformational Factors: *IA* = *Idealized Influence (Attribute)*; *IB* = *Idealized Influence (Behavior)*; *IM* = *Inspirational Motivation*; *IS* = *Intellectual Stimulation*; *IC* = *Individualized Consideration*.

Source: Bass & Avolio (2004, p. 110). *Percentiles for Individual Scores Based on Self Ratings (US)*

The mean percentile ratings for the transformational leadership factors were: Idealized Influence (Attribute) = 61.09; Idealized Influence (Behavior) = 59.68; Inspirational Motivation = 63.83; Intellectual Stimulation = 58.87; and Individualized Consideration = 61.19 [see Table 17]. For the Idealized Influence (Attribute) factor, academic administrators scored at the 61 percentile, meaning 61% of the normed population scored lower, and 39% scored higher. For the Idealized Influence (Behavior) factor, academic administrators scored at the 59 percentile, and, they scored at the 63 percentile on the Inspirational Motivation factor. Academic

administrators scored at the 58 percentile on the Intellectual Stimulation factor, at the 61 percentile on the Individualized Consideration factor.

Based on these mean transformational leadership percentile scores, the results indicate that the academic administrators who participated in this study exhibit more transformational leadership behaviors than the norm population in Idealized Influence (Attribute), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Thus, Proposition 1 is accepted.

Table 17:

Proposition 1 - Academic Administrators' Transformational Leadership Mean Factor Scores, Median Factor Scores, Mean Percentiles & Median Percentiles

<i>Construct</i>	<i>Factor</i>	<i>N</i>	<i>Mean Factor Score</i>	<i>Median Factor Score</i>	<i>Mean %ile</i>	<i>Median %ile</i>
<i>Transformational Leadership</i>	<i>IA</i>	80	3.15	3.25	61.09	70.00
	<i>IB</i>	80	3.22	3.25	59.68	65.00
	<i>IM</i>	80	3.33	3.30	63.83	63.75
	<i>IS</i>	80	3.12	3.00	58.87	55.00
	<i>IC</i>	80	3.36	3.25	61.19	55.00

Transformational Factors: *IA* = *Idealized Influence (Attribute)*; *IB* = *Idealized Influence (Behavior)*; *IM* = *Inspirational Motivation*; *IS* = *Intellectual Stimulation*; *IC* = *Individualized Consideration*.

Hypothesis 1 states hospitality and tourism academic administrators who demonstrate more Transformational leadership behaviors will be more positively related to effectiveness. In order to test Hypothesis 1, it was necessary to divide the academic administrators into three equal

groups (low Transformational, mid Transformational and high Transformational) based on their transformational composite scores in order to conduct post-hoc tests.

To calculate the total Transformational composite score [see Table 18], the composite scores of the Idealized Influence (Attribute), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration were added together to determine a total Transformational Composite score for each respondent. Using the SPSS cut-off point function, the population was partitioned into three equal groups based on their total Transformational Composite scores. The cut-off point function results led to the low Transformational containing scores that ranged from 12.25 - 15.50 (N=27), mid Transformational scores that ranged from 15.50 – 17.00 (N=27), and high Transformational scores that ranged from 17.25 – 20.00 (N=26).

Table 18:

Academic Administrators' Transformational Leadership & Effectiveness Composite Scores

<i>Scale</i>	<i>N</i>	<i>μ</i>	<i>SE</i>	<i>Median</i>	<i>SD</i>	<i>σ</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>
<i>Transformational Composite</i>	80	16.199	.2123	16.25	1.89	3.61	7.75	12.25	20.00
<i>Effectiveness Composite</i>	80	3.43437	.05002	3.50	.4472	.200	1.50	2.50	4.00

A one-way ANOVA test was conducted to examine whether there were statistically significant differences among academic administrators' different levels of Transformational Leadership in relation to the MLQ© measure of Effectiveness [see Table 19]. The results revealed statistically significant differences among the levels of Effectiveness, $F(2, 77) =$

41.608, $p = .000$. Fisher's least significant difference (LSD) post-hoc tests revealed statistically significant differences between low Transformational academic administrators ($M=3.04938$, $SD = .335139$), mid Transformational academic administrators ($M=3.43210$, $SD = .342843$) and high Transformational academic administrators ($M=3.83654$, $SD = .254385$). High Transformational academic administrators reported significantly higher Effectiveness scores compared with both the mid Transformational and low Transformational academic administrators.

Table 19:

Hypothesis 1 - ANOVA Results for the Level of Transformational Leadership vs. The Level of MLQ© Effectiveness Composite

<i>Level of Transformational Leadership</i>	<i>N</i>	<i>μ</i>	<i>SD</i>	<i>F</i>	<i>p</i>
<i>Low Transformational</i>	27	3.04938	.335139	41.608	.000**
<i>Mid Transformational</i>	27	3.43210	.342843		
<i>High Transformational</i>	26	3.83654	.254385		

**** Denotes significant p value ($p < .001$); * Denotes significant p value ($p < .05$);**

The results from the ANOVA tests confirm that there is a statistically significant relationship between the academic administrators' levels of Transformational leadership and the MLQ © outcome of Effectiveness (see Figure 3). This supports the hypothesis that hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will have higher levels of effectiveness, as measured by the MLQ© (Hypothesis 1). Hypothesis 1 is accepted.

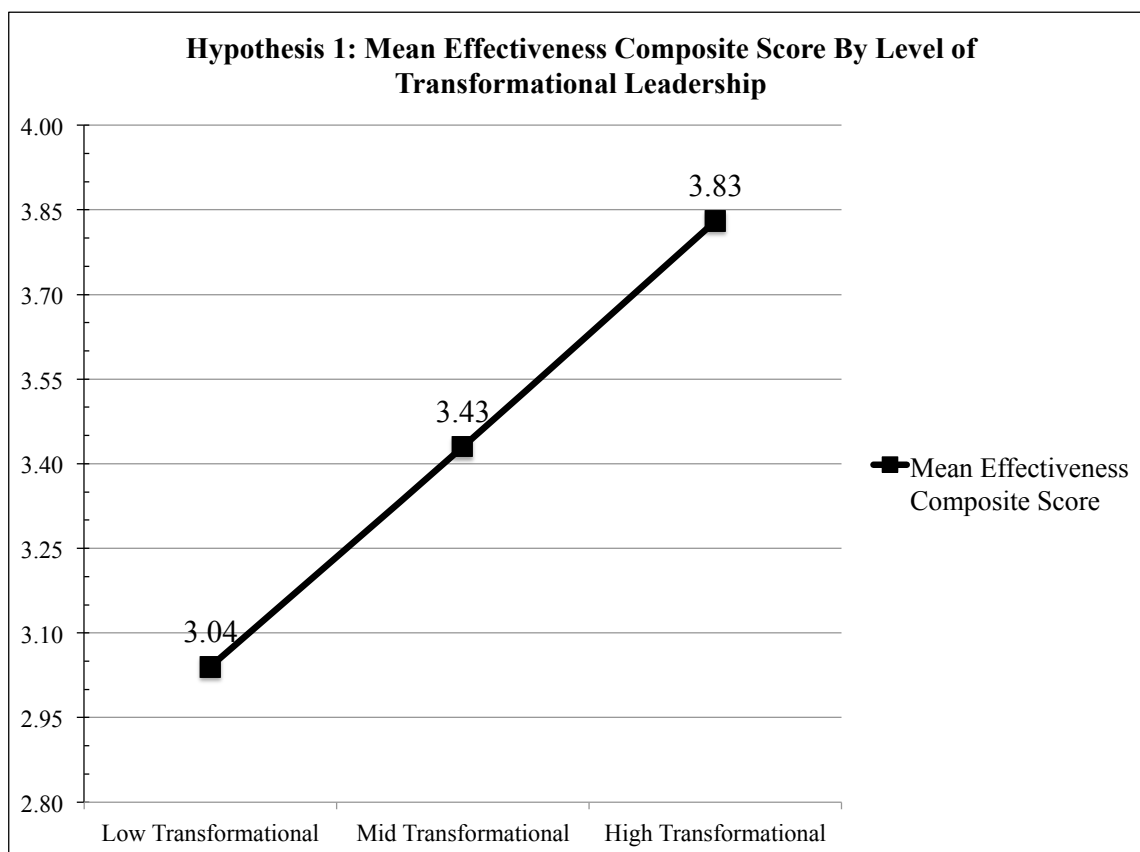


Figure 3: Hypothesis 1: Mean Effectiveness Composite Score By Level of Transformational Leadership.

To determine if hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC, it was first pertinent to examine each of the HELC outcome factors of Analytical (Hypothesis 2a), Communication (Hypothesis 2b), Student Affairs (Hypothesis 2c), Behavioral (Hypothesis 2d),

and External Relations (Hypothesis 2e) individually. For a graphical representation of the findings for Hypothesis 2, see Figure 4.

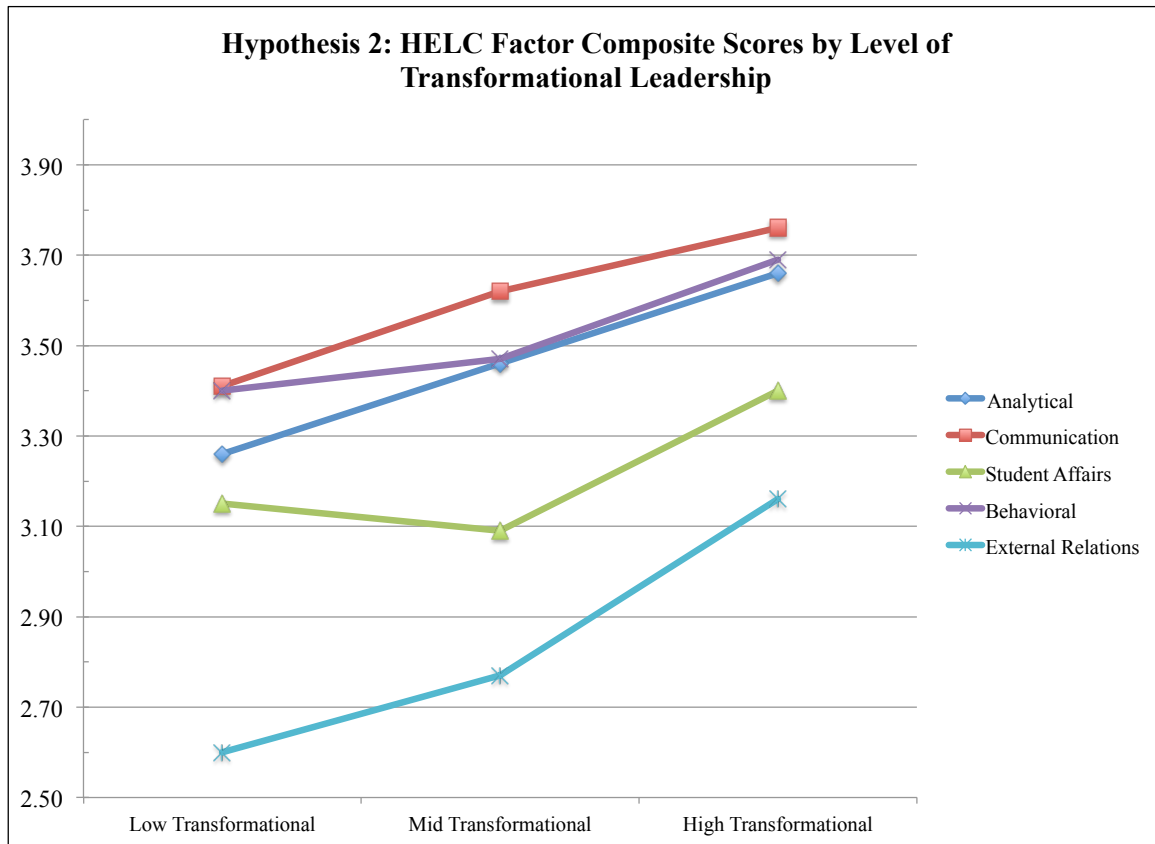


Figure 4: Hypothesis 2: HELC Factor Composite Scores by Level of Transformational Leadership.

Hypothesis 2a states hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Analytical factor. One-way ANOVA tests were conducted on the HELC Analytical Composite Score in the same manner as in Hypothesis 1, by measuring the relationship of the academic

administrators' levels of Transformational Leadership behaviors (low Transformational, mid Transformational and high Transformation) in relation to the HELC Analytical Composite measure. The results revealed statistically significant differences in the Analytical Composite measure, $F(2, 77) = 14.249, p = .000$. Post-hoc LSD tests revealed statistically significant differences between low Transformational academic administrators ($M=3.2616, SD = .29876$), mid Transformational academic administrators ($M=3.4613, SD = .25314$) and high Transformational academic administrators ($M=3.6697, SD = .28099$). High Transformational academic administrators reported significantly higher Analytical Composite scores compared with both the mid Transformational and low Transformational academic administrators [see Table 20]. Therefore, Hypothesis 2a is accepted.

Table 20:

Hypothesis 2a - ANOVA Results for the Level of Transformational Leadership vs. The Level of HELC Analytical Composite

<i>Level of Transformational Leadership</i>	<i>N</i>	<i>μ</i>	<i>SD</i>	<i>F</i>	<i>p</i>
<i>Low Transformational</i>	27	3.2616	.29876	14.249	.000**
<i>Mid Transformational</i>	27	3.4613	.25314		
<i>High Transformational</i>	26	3.6687	.28099		

*** Denotes significant p value ($p < .001$); * Denotes significant p value ($p < .05$);*

Hypothesis 2b states hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Communication factor. One-way ANOVA tests were conducted on the HELC Communication Composite Score by measuring the relationship of the academic administrators' levels of

Transformational Leadership behaviors (Low Transformational, mid Transformational and high Transformation) in relation to the HELC Communication Composite measure. The results revealed statistically significant differences among the Communication Composite measure, $F(2, 77) = 6.840, p = .002$. Post-hoc LSD tests revealed statistically significant differences between low Transformational academic administrators ($M=3.4148, SD = .41110$), mid Transformational academic administrators ($M=3.6241, SD = .31786$) and high Transformational academic administrators ($M=3.7673, SD = .30820$).

High Transformational academic administrators reported significantly higher Communication Composite scores compared with low Transformational academic administrators, and mid Transformational administrators reported significantly higher Communication Composite scores with low Transformational administrators [see Table 21]. However, the findings were not significant for the differences between mid Transformational academic administrators and high Transformational academic administrators. Therefore, Hypothesis 2b is accepted.

Table 21:

Hypothesis 2b - ANOVA Results for the Level of Transformational Leadership vs. The Level of HELC Communication Composite

<i>Level of Transformational Leadership</i>	<i>N</i>	<i>μ</i>	<i>SD</i>	<i>F</i>	<i>p</i>
<i>Low Transformational</i>	27	3.4148	.41110	6.840	.002*
<i>Mid Transformational</i>	27	3.6241	.31786		
<i>High Transformational</i>	26	3.7673	.30820		

**** Denotes significant p value ($p < .001$); * Denotes significant p value ($p < .05$);**

Hypothesis 2c states hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Student Affairs factor. One-way ANOVA tests were conducted on the HELC Student Affairs Composite score by measuring the relationship of the academic administrators' levels of Transformational Leadership behaviors (low Transformational, mid Transformational and high Transformation) in relation to the HELC Student Affairs Composite measure. The results revealed statistically significant differences among the Student Affairs Composite measure, $F(2, 77) = 3.216, p = .046$. Post-hoc LSD tests revealed statistically significant differences between mid Transformational academic administrators ($M=3.0957, SD = .44918$) and high Transformational academic administrators ($M=3.4038, SD = .50038$). High Transformational academic administrators reported significantly higher Student Affairs Composite scores compared with mid Transformational academic administrators [see Table 22]. There were no significant differences between the high Transformational academic administrators scores and low Transformational academic administrators or the mid Transformational scores and the low Transformational administrators. Therefore, Hypothesis 2c is rejected.

Table 22:

Hypothesis 2c - ANOVA Results for the Level of Transformational Leadership vs. The Level of HELC Student Affairs Composite

<i>Level of Transformational Leadership</i>	<i>N</i>	<i>μ</i>	<i>SD</i>	<i>F</i>	<i>p</i>
<i>Low Transformational</i>	27	3.1574	.45015	3.216	.046*
<i>Mid Transformational</i>	27	3.0957	.44918		
<i>High Transformational</i>	26	3.4038	.50038		

**** Denotes significant p value ($p < .001$); * Denotes significant p value ($p < .05$);**

Hypothesis 2d states hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC Behavioral factor. One-way ANOVA tests were conducted on the HELC Behavioral Composite score by measuring the relationship of the academic administrators' levels of Transformational Leadership behaviors (low Transformational, mid Transformational and high Transformation) in relation to the HELC Behavioral Composite measure. The results revealed statistically significant differences among the Behavioral Composite measure, $F(2, 77) = 3.914, p = .024$. Post-hoc LSD tests revealed statistically significant differences between low Transformational academic administrators ($M=3.4074, SD = .40943$), mid Transformational academic administrators ($M=3.4778, SD = .39646$) and high Transformational academic administrators ($M=3.6923, SD = .34516$). High Transformational academic administrators reported significantly higher Behavioral Composite scores compared with mid Transformational academic administrators and low Transformational administrators [see Table 23]. There were no significant differences between the mid Transformational academic administrators scores and low Transformational academic administrators. Hypothesis 2d is accepted.

Table 23:

Hypothesis 2d - ANOVA Results for the Level of Transformational Leadership vs. The Level of HELC Behavioral Composite

<i>Level of Transformational Leadership</i>	<i>N</i>	<i>μ</i>	<i>SD</i>	<i>F</i>	<i>p</i>
<i>Low Transformational</i>	27	3.4074	.40943	3.1914	.024*
<i>Mid Transformational</i>	27	3.4778	.39646		
<i>High Transformational</i>	26	3.6923	.34516		

**** Denotes significant p value ($p < .001$); * Denotes significant p value ($p < .05$);**

Hypothesis 2e states hospitality and tourism academic administrators who demonstrate more Transformational Leadership behaviors will be more positively related to the HELC External Relations factor. One-way ANOVA tests were conducted on the HELC External Relations Composite score by measuring the relationship of the academic administrators level of Transformational Leadership behaviors (low Transformational, mid Transformational and high Transformation) in relation to the HELC External Relations Composite measure [see Table 24]. The results revealed statistically significant differences among the External Relations Composite measure, $F(2, 77) = 6.314, p = .003$. Post-hoc LSD tests revealed statistically significant differences between low Transformational academic administrators ($M=2.6056, SD = .64036$), mid Transformational academic administrators ($M=2.7759, SD = .53230$) and high Transformational academic administrators ($M=3.1615, SD = .56856$). High Transformational academic administrators reported significantly higher External Relations Composite scores compared with both mid Transformational academic administrators and low Transformational administrators. There were no significant differences between the mid Transformational academic administrators' scores and low Transformational academic administrators; Hypothesis 2e is accepted.

Table 24:

Hypothesis 2e - ANOVA Results for the Level of Transformational Leadership vs. The Level of HELC External Relations Composite

<i>Level of Transformational Leadership</i>	<i>N</i>	<i>μ</i>	<i>SD</i>	<i>F</i>	<i>p</i>
<i>Low Transformational</i>	27	2.6056	.64036	6.314	.003*
<i>Mid Transformational</i>	27	2.7759	.53230		
<i>High Transformational</i>	26	3.1615	.56856		

**** Denotes significant p value ($p < .001$); * Denotes significant p value ($p < .05$);**

Hypothesis 3 (a, b, c) states hospitality and tourism academic administrators' previous Experience will moderate the relationship between level of Transformational leadership and Effectiveness. In order to test these hypotheses, a factorial 3 x 4 ANOVA was used. The level of Transformational Leadership (low Transformational, mid Transformational and high Transformational) will be measured in the same format as expressed in Hypothesis 1 & Hypothesis 2. The measures of Industry Experience (Hypothesis 3a), Management Experience (Hypothesis 3b), and Management Experience in the Industry (Hypothesis 3c) were categorized into four distinct group levels (no experience, low experience, mid experience, and high experience), which will be further explained for each factor.

Hypothesis 3a relates to whether or not hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and Effectiveness. Prior to conducting the analysis, it was necessary to segment the academic administrators by years of industry experience. The responses from the years of industry experience were segmented into three equal groups using SPSS. The results from the sorting procedure for years of industry experience placed the low Industry Experience group's years of experience range from two to eight years, the mid Industry Experience group's years of experience range from nine to seventeen years, and the high Industry Experience group's years of experience range from eighteen to thirty years. The same sorting procedure was also used in the testing the subsequent of Hypotheses (3b & 3c).

The Effectiveness composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Industry Experience) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 37.631$, $p < .001$ (see Table 25). All effects for Level of Transformational Leadership were significant.

Low Transformational academic administrators with high Industry Experience ($M=3.25$, $SD=.353553$) scored higher than subjects with low Industry Experience ($M=2.88$, $SD=.181621$). Mid Transformational academic administrators with high Industry Experience ($M=3.489$, $SD=.29934$) and low Industry Experience ($M=3.5312$, $SD=.388162$) scored higher than no Industry Experience ($M=3.00$, $SD=.000$). High Transformational academic administrators with mid Industry Experience ($M=4.00$, $SD=.000$) scored higher than with low Industry Experience ($M=3.678$, $SD=.374007$).

High Transformational academic administrators with no Industry Experience ($M=3.80$, $SD=.209165$) scored higher than low Transformational administrators ($M=3.277$, $SD=.254588$) and mid Transformational administrators ($M=3.00$, $SD=.000$). Low Industry Experience academic administrators who were high Transformational ($M=3.678$, $SD=.374007$) and mid Transformational ($M=3.5312$, $SD=.388162$) scored higher than low Transformational administrators ($M=2.888$, $SD=.181621$). High Transformational academic administrators with mid Industry Experience academic administrators ($M=4.00$, $SD=.000$) scored higher than mid Transformational administrators ($M=3.4375$, $SD=.320435$) and low Transformational administrators ($M=3.00$, $SD=.395285$). High Transformational academic administrators with high Industry Experience ($M=3.888$, $SD=.181621$) scored higher than mid Transformational administrators ($M=3.489$, $SD=.29934$) and low Transformational administrators ($M=3.25$, $SD=.353553$).

Finally as predicted, there was a significant interaction effect, $F(6, 68) = 2.412$, $p < .036$. As seen in Table 26 and Figure 5, the interaction indicated the level of Transformational Leadership was more effective than the level of Industry Experience. Therefore, Hypothesis 3a is accepted.

Table 25:**Hypothesis 3a - Level of Transformational Leadership x Level of Industry Experience for MLQ outcome of Effectiveness**

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	37.631	.525	.000**
<i>(B) Level of Industry Experience</i>	3	1.761	.072	.163
<i>A x B (Interaction)</i>	6	2.412	.175	.036*
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 26:**Effectiveness Scores for Level of Transformational Leadership Level of Industry Experience**

<i>Level of Transformational Leadership</i>	<i>Level of Industry Experience</i>				<i>Simple Effects: F, df (2, 68)</i>
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.277 (.254588)	2.888 (.181621)	3.00 (.395285)	3.25 (.353553)	.115
<i>Mid Transformational</i>	3.00 (.0000)	3.5312 (.388162)	3.4375 (.320435)	3.489 (.29934)	.124
<i>High Transformational</i>	3.80 (.209165)	3.678 (.374007)	4.00 (.000)	3.888 (.181621)	.151
<i>Simple Effects: F, df (3, 68)</i>	.001**	.000**	.000**	.001**	

Note. ** = $p < .001$. * = $p < .05$. Standard deviations appear in parentheses below means.

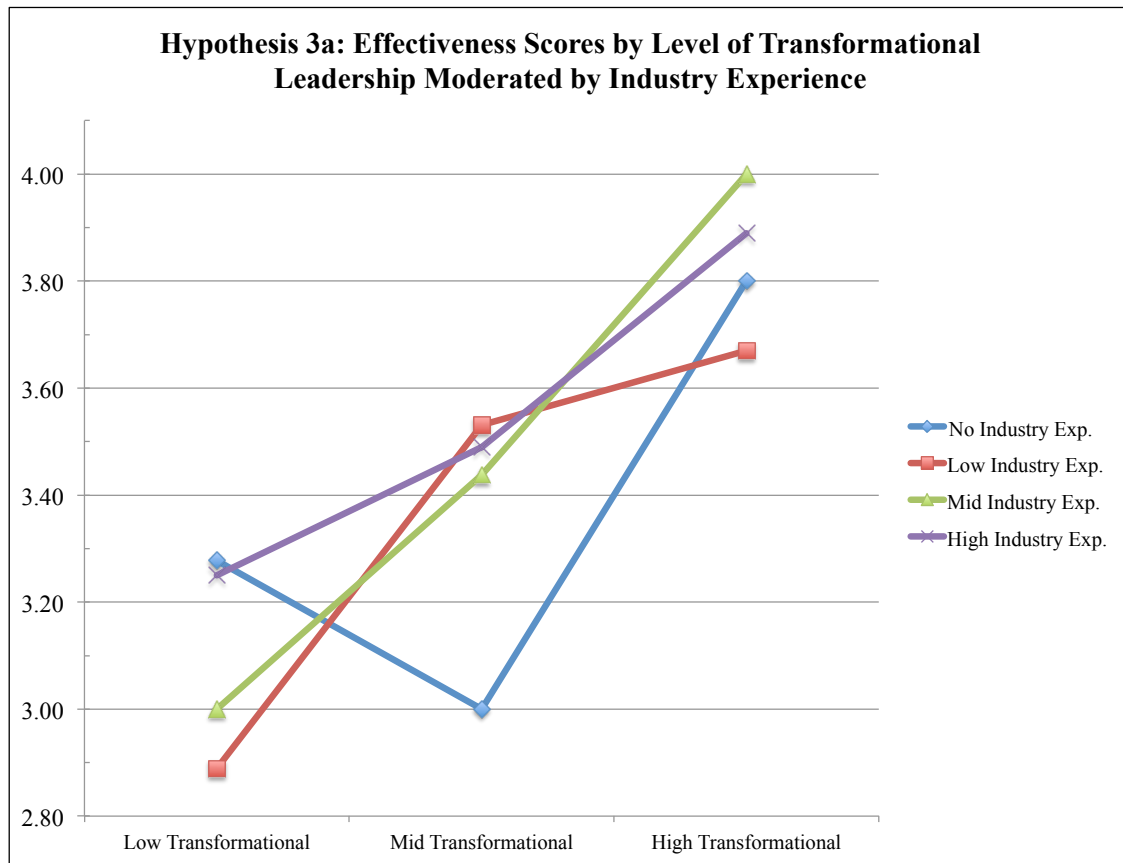


Figure 5: Hypothesis 3a: Effectiveness Scores by Level of Transformational Leadership Moderated by Industry Experience.

Hypothesis 3b relates to whether or not hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and Effectiveness. The results from the sorting procedure for years of managerial experience placed the low Managerial Experience group's years of experience range from one year to four years, the mid Managerial Experience group's years of experience

range from five years to fourteen years, and the high Managerial Experience group's years of experience range from fifteen to thirty-four years.

The Effectiveness composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Managerial Experience) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 36.790$, $p < .001$ (see Table 27). All simple effects for Level of Transformational Leadership were significant. Only low Transformational academic administrators with high Managerial Experience ($M=3.35$, $SD=.285044$) scored higher than subjects with low Managerial Experience ($M=2.875$, $SD=.231455$) (see Table 28 / Figure 6).

High Transformational academic administrators with no Managerial Experience ($M=3.8125$, $SD=.239357$) scored higher than low Transformational ($M=3.011$, $SD=.302109$) and mid Transformational ($M=3.25$, $SD=.353553$). High Transformational academic administrators with low Managerial Experience ($M=3.722$, $SD=.341056$) and mid Transformational ($M=3.50$, $SD=.456435$) scored higher than low Transformational administrators ($M=2.875$, $SD=.231455$). High Transformational academic administrators with mid Managerial Experience academic ($M=4.00$, $SD=.000$) scored higher than mid Transformational administrators ($M=3.444$, $SD=.325427$) and low Transformational ($M=3.0714$, $SD=.400892$). High Transformational academic administrators with high Managerial Experience ($M=3.90$, $SD=.174801$) scored higher than mid Transformational administrators ($M=3.49$, $SD=.329257$) and low Transformational administrators ($M=3.35$, $SD=.285044$). The interaction effect was not significant, $F(6, 68) = .873$, $p > .05$. We must reject Hypothesis 3b.

Table 27:**Hypothesis 3b - Level of Transformational Leadership x Level of Managerial Experience for MLQ outcome of Effectiveness**

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	36.790	.520	.000**
<i>(B) Level of Managerial Experience</i>	3	2.362	.094	.079
<i>A x B (Interaction)</i>	6	.873	.071	.520
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 28:**Effectiveness Scores for Level of Transformational x Leadership Level of Managerial Experience**

<i>Level of Transformational Leadership</i>	<i>Level of Managerial Experience</i>				<i>Simple Effects: F, df (2, 68)</i>
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.011 (.302109)	2.875 (.231455)	3.0714 (.400892)	3.35 (.285044)	.089
<i>Mid Transformational</i>	3.25 (.353553)	3.50 (.456435)	3.444 (.325427)	3.49 (.329257)	.631
<i>High Transformational</i>	3.8125 (.239357)	3.722 (.341056)	4.00 (.0000)	3.90 (.174801)	.306
<i>Simple Effects: F, df (3, 68)</i>	.004*	.000**	.004*	.001**	

Note. ** = $p < .001$. * = $p < .05$. Standard deviations appear in parentheses below means.

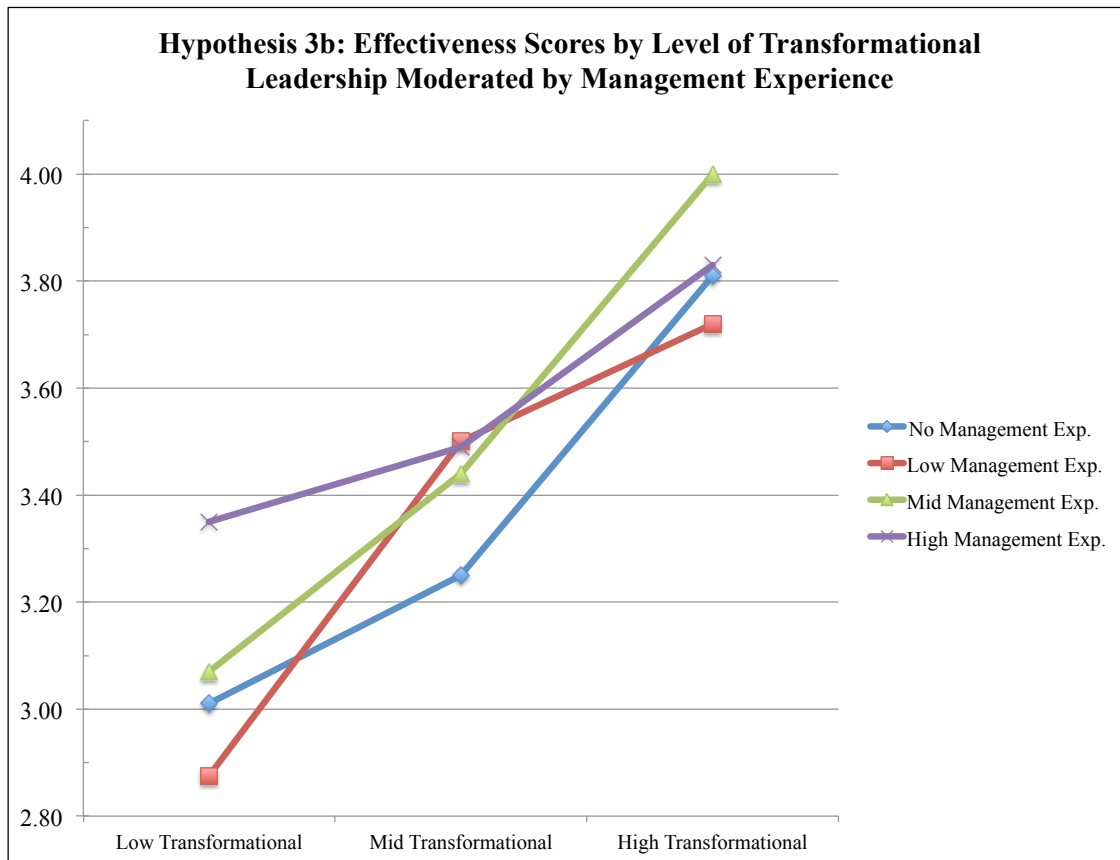


Figure 6: Hypothesis 3b: Effectiveness Scores by Level of Transformational Leadership Moderated by Management Experience.

Hypothesis 3c relates to whether or not hospitality and tourism academic administrators' previous Management experience in the Industry will moderate the relationship between level of Transformational leadership and Effectiveness. The results from the sorting procedure for years of managerial experience in the industry placed the low Managerial Experience in the Industry group's years of experience range from one year to five years, the mid Managerial Experience in the Industry group's years of experience range from six years to fourteen years, and the high

Managerial Experience in the Industry group's years of experience range from fifteen to thirty years.

The Effectiveness composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Managerial Experience in the Industry) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 28.865, p < .001$ and of Level of Managerial Experience in the Industry $F(3, 68) = 2.748, p < .05$ (see Table 29). All simple effects for Level of Transformational Leadership were significant. Only the simple effects for Level of Managerial Experience in the Industry for high Transformational Leadership were significant (see Table 30 / Figure 7).

Low Transformational academic administrators with high Managerial Experience in the Industry ($M=3.375, SD=.322749$) scored higher than those with no Managerial Experience in the Industry ($M=2.9739, SD=.278419$). High Transformational academic administrators with high Managerial Experience in the Industry ($M= 3.95, SD=.111803$) and mid Managerial Experience in the Industry ($M=4.00, SD=.000$) scored higher than low Managerial Experience in the Industry ($M=3.8125, SD=.221601$).

High Transformational academic administrators with no Managerial Experience in the Industry ($M= 3.8125, SD=.221601$) scored higher than low Transformational ($M= 2.9739, SD=.278419$) and mid Transformational ($M= 3.3636, SD=.393123$). High Transformational academic administrators with low Managerial Experience in the Industry ($M=3.6428, SD=.349319$) scored higher than low Transformational ($M=3.00, SD=.395285$). High Transformational academic administrators with mid Managerial Experience in the Industry ($M=4.00, SD=.000$) scored higher than mid Transformational ($M=3.5104, SD=.346288$) and low Transformational ($M=3.125, SD=.530330$). High Transformational academic administrators

with high Managerial Experience in the Industry (M=3.95, SD=. 111803) scored higher than mid Transformational (M=3.5208, SD=. 335927) and low Transformational (M=3.375, SD=.322749). There was no significant interaction effect $F(6, 68) = .413, p > .05$; therefore, we must reject Hypothesis 3c.

Table 29:

Hypothesis 3c - Level of Transformational Leadership x Level of Managerial Experience in the Industry for MLQ outcome of Effectiveness

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	28.865	.459	.000**
<i>(B) Level of Managerial Experience in the Industry</i>	3	2.748	.108	.049*
<i>A x B (Interaction)</i>	6	.413	.035	.868
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 30:**Effectiveness Scores for Level of Transformational Leadership Level of Managerial Experience in the Industry**

Level of Transformational Leadership	Level of Managerial Experience in the Industry				Simple Effects: F, df (2, 68)
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	2.9739 (.278419)	3.00 (.395285)	3.125 (.530330)	3.375 (.322749)	.188
<i>Mid Transformational</i>	3.3636 (.393123)	3.375 (.2500)	3.5104 (.346288)	3.5208 (.335927)	.767
<i>High Transformational</i>	3.8125 (.221601)	3.6428 (.349319)	4.00 (.0000)	3.95 (.111803)	.043*
Simple Effects: F, df (3, 68)	.000**	.024*	.005*	.021*	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

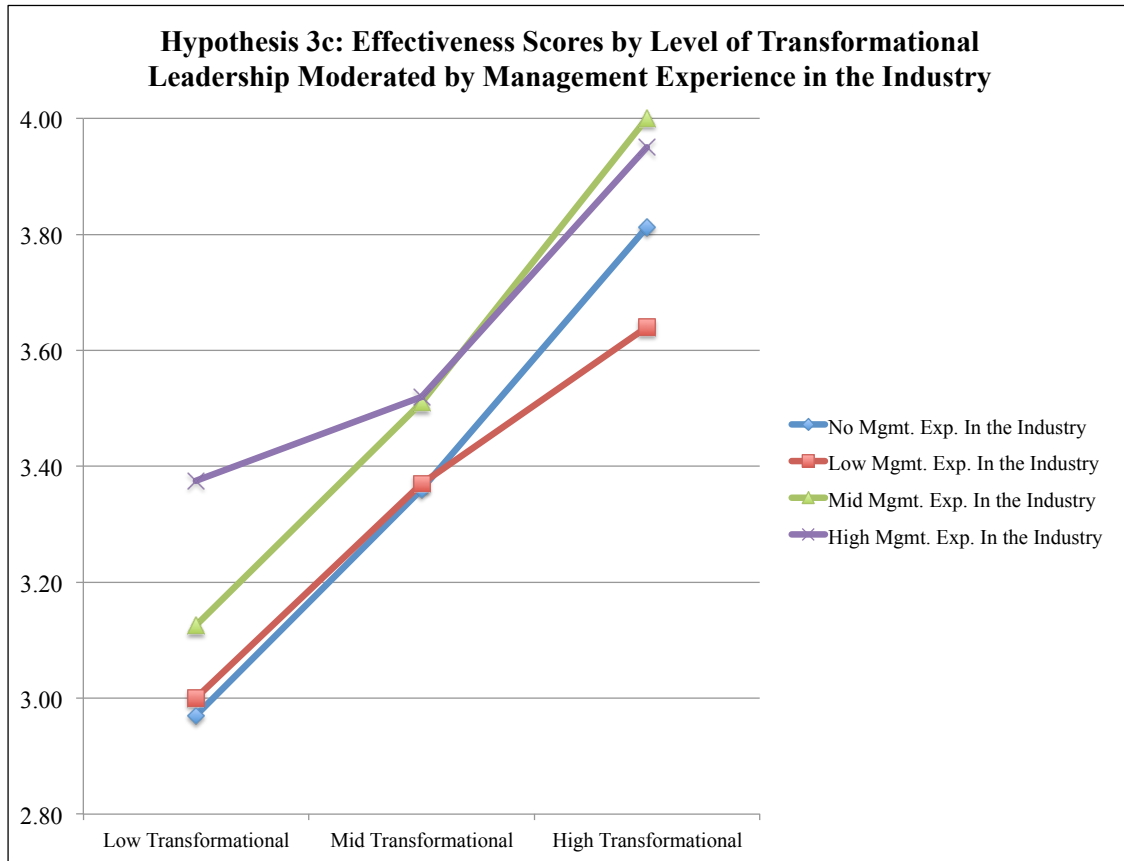


Figure 7: Hypothesis 3c: Effectiveness Scores by Level of Transformational Leadership Moderated by Management Experience in the Industry.

Hypothesis 4a relates to whether or not hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Analytical factor. The Analytical composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Industry Experience) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 13.240, p < .001$ (see Table 31). Only the simple effects for Level of

Transformational Leadership with mid Industry Experience and high Industry Experience were significant (see Table 32). None of the mean differences between Analytical Composite scores of Level of Transformational Leadership were significant.

Low Transformational academic administrators with no Industry Experience (M= 3.6792, SD=. 11614) scored higher than low Transformational (M= 3.1639, SD= .31845). High Transformational academic administrators with mid Industry Experience (M=3.7449, SD=.20540) scored higher than low Transformational (M=3.2315, SD=.40564)[see Figure 8]. High Transformational academic administrators with high experience (M=3.7986, SD=.18692) scored higher than low Transformational (M=3.1979, SD= .17418) and mid Transformational administrators (M=3.4661, SD=.31691). There was no significant interaction effect $F(6, 68) = 1.507, p > .05$. We must reject Hypothesis 4a.

Table 31:

Hypothesis 4a - Level of Transformational Leadership x Level of Industry Experience for HELC factor Composite Analytical

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	13.240	.280	.000**
<i>(B) Level of Industry Experience</i>	3	.211	.009	.889
<i>A x B (Interaction)</i>	6	1.507	.117	.189
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 32:

Analytical Composite Scores for Level of Transformational Leadership Level of Industry Experience

Level of Transformational Leadership	Level of Industry Experience				Simple Effects: F, df (2, 68)
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.1639 (.31845)	3.3667 (.24731)	3.2315 (.40564)	3.1979 (.17418)	.641
<i>Mid Transformational</i>	3.6792 (.11614)	3.3672 (.18731)	3.4688 (.26092)	3.4661 (.31691)	.358
<i>High Transformational</i>	3.525 (.26737)	3.5536 (.37919)	3.7449 (.20540)	3.7986 (.18692)	.190
Simple Effects: F, df (3, 68)	.089	.340	.031*	.000**	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

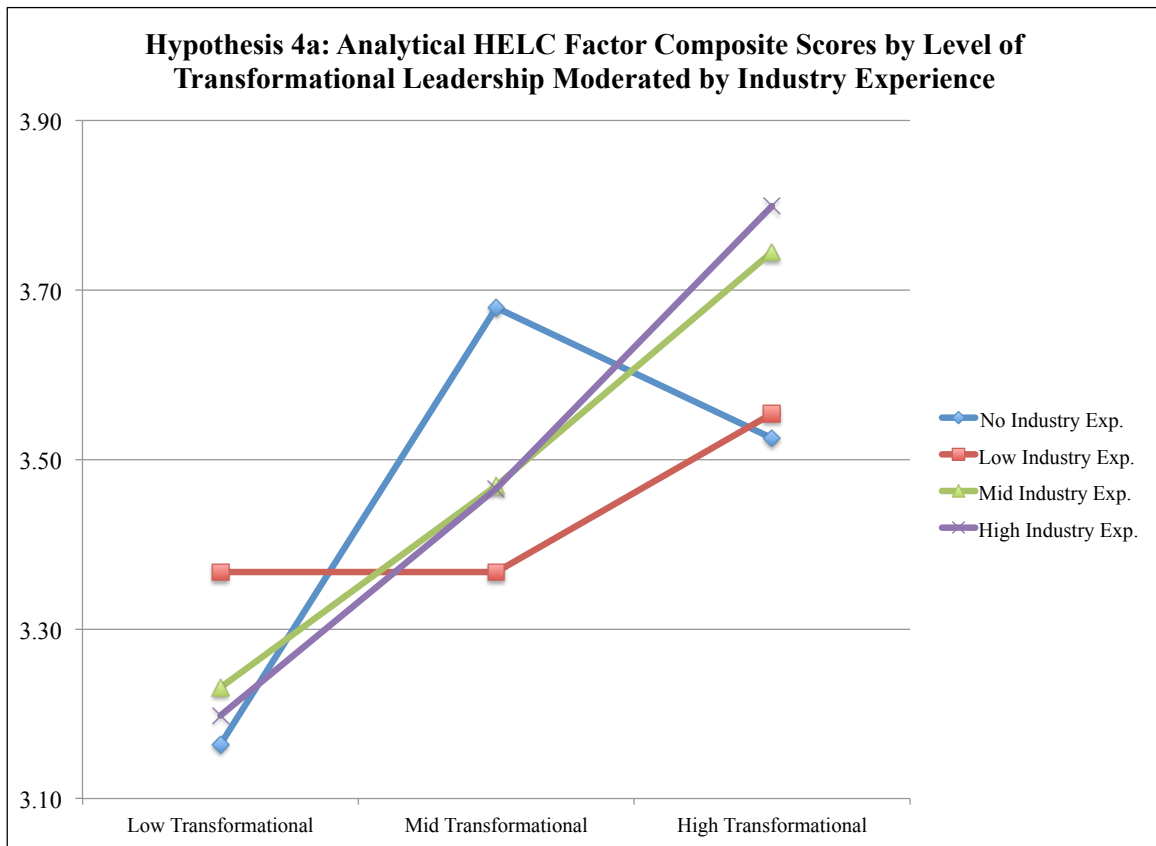


Figure 8: Hypothesis 4a: Analytical HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Industry Experience.

Hypothesis 4b relates to whether or not hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Communication factor. The Communication composite scores were compared using a factorial of 3(level of Transformational Leadership) x 4 (Years of Industry Experience) between subjects analysis. There was a significant main effect of Level of

Transformational Leadership $F(2,68) = 5.015$, $p < .05$ (see Table 33). The simple effects for Level of Transformational Leadership with low Industry Experience and mid Industry Experience were significant, as were the simple effects of Level of Industry Experience with high Transformational Leadership (see Table 34).

Academic administrators who were high Transformational with high Industry Experience ($M=3.8667$, $SD=.26458$), mid Industry Experience ($M=3.95$, $SD=.11180$), and low Industry Experience ($M=3.80$, $SD=.25820$) scored higher than no Industry Experience administrators ($M=3.36$, $SD=.26077$). High Transformational academic administrators with low Industry Experience ($M=3.80$, $SD=.25820$) scored higher than low Transformational administrators ($M=3.40$, $SD=.31623$). High Transformational academic administrators with mid Industry Experience ($M=3.95$, $SD=.11180$) scored higher than low Transformational administrators ($M=3.3111$, $SD=.54874$) [see Figure 9]. There was no significant interaction effect $F(6, 68) = 1.112$, $p > .05$. We must reject Hypothesis 4b.

Table 33:

Hypothesis 4b - Level of Transformational Leadership x Level of Industry Experience for HELC factor Composite Communication

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	5.015	.129	.009*
<i>(B) Level of Industry Experience</i>	3	1.381	.057	.256
<i>A x B (Interaction)</i>	6	1.112	.089	.365
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 34:

Communication Composite Scores for Level of Transformational Leadership Level of Industry Experience

Level of Transformational Leadership	Level of Industry Experience				Simple Effects: F, df (2, 68)
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.40 (.34641)	3.40 (.31623)	3.3111 (.54874)	3.60 (.35777)	.639
<i>Mid Transformational</i>	3.60 (.20000)	3.575 (.27124)	3.650 (.35051)	3.6563 (.40306)	.958
<i>High Transformational</i>	3.36 (.26077)	3.80 (.25820)	3.95 (.11180)	3.8667 (.26458)	.003*
Simple Effects: F, df (3, 68)	.496	.037*	.037*	.285	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

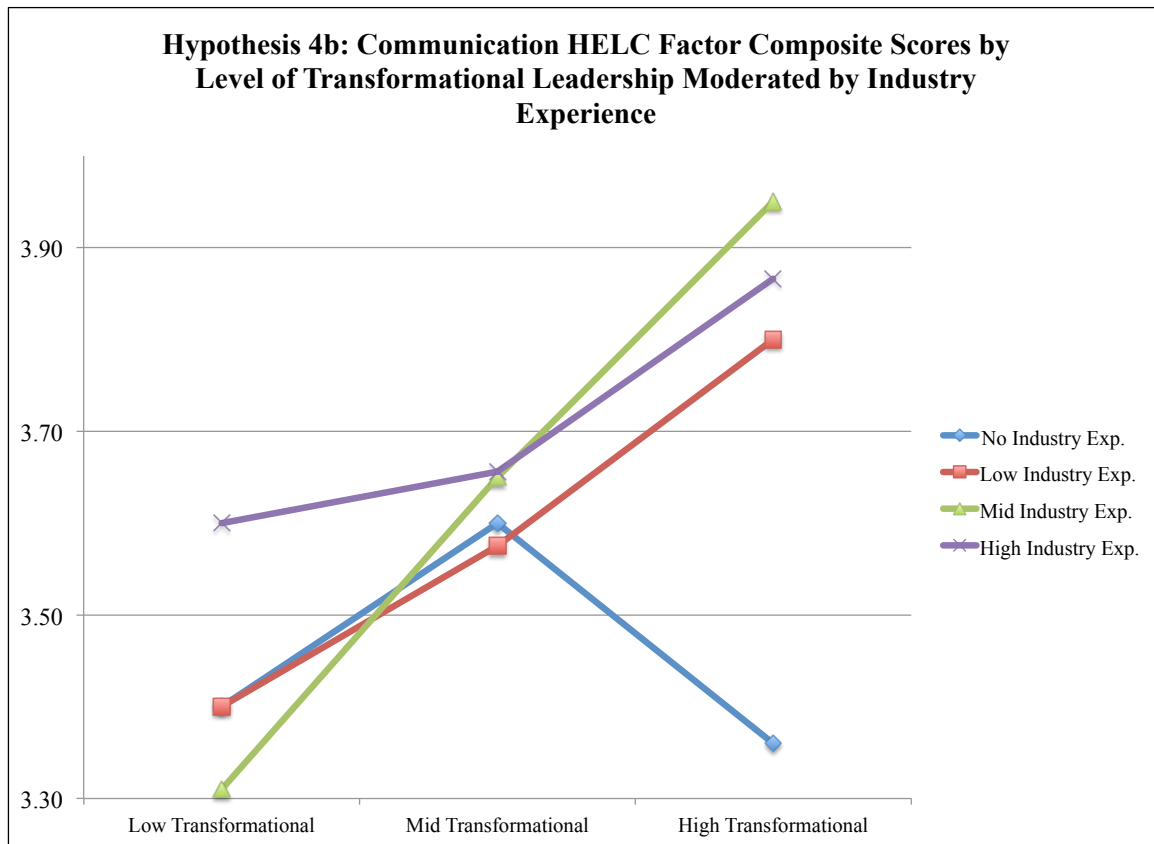


Figure 9: Hypothesis 4b: Communication HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Industry Experience.

Hypothesis 4c relates to whether or not hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Student Affairs factor. The Student Affairs composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Industry Experience) between subjects analysis. There was a significant main effect of Level of

Transformational Leadership $F(2,68) = 3.556$, $p < .05$ and of Level of Industry Experience $F(3, 68) = 1.381$, $p < .05$ (see Table 35). None of the simple effects were significant (see Table 36).

High Transformational academic administrators with mid Industry Experience ($M=3.75$, $SD=.43301$) scored higher than low Industry Experience ($M=3.1429$, $SD=.53730$). High Transformational academic administrators with high Industry Experience ($M=3.5556$, $SD=.48052$) scored higher than Low Transformational ($M=3.0417$, $SD=.29226$) [see Figure 10].

There was no significant interaction effect $F(6, 68) = .526$, $p > .05$. Hypothesis 4c is rejected.

Table 35:

Hypothesis 4c - Level of Transformational Leadership x Level of Industry Experience for HELC factor Composite Student Affairs

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	3.556	.095	.034*
<i>(B) Level of Industry Experience</i>	3	3.605	.137	.018*
<i>A x B (Interaction)</i>	6	.526	.044	.786
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 36:

Student Affairs Composite Scores for Level of Transformational Leadership Level of Industry Experience

Level of Transformational Leadership	Level of Industry Experience				Simple Effects: F, df (2, 68)
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.0833 (.57735)	3.1111 (.33333)	3.3056 (.60953)	3.0417 (.29226)	.696
<i>Mid Transformational</i>	2.9167 (.14434)	2.875 (.50000)	3.3125 (.39528)	3.1667 (.45644)	.218
<i>High Transformational</i>	3.15 (.28504)	3.1429 (.53730)	3.75 (.43301)	3.5556 (.48052)	.084
Simple Effects: F, df (3, 68)	.684	.458	.252	.072	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

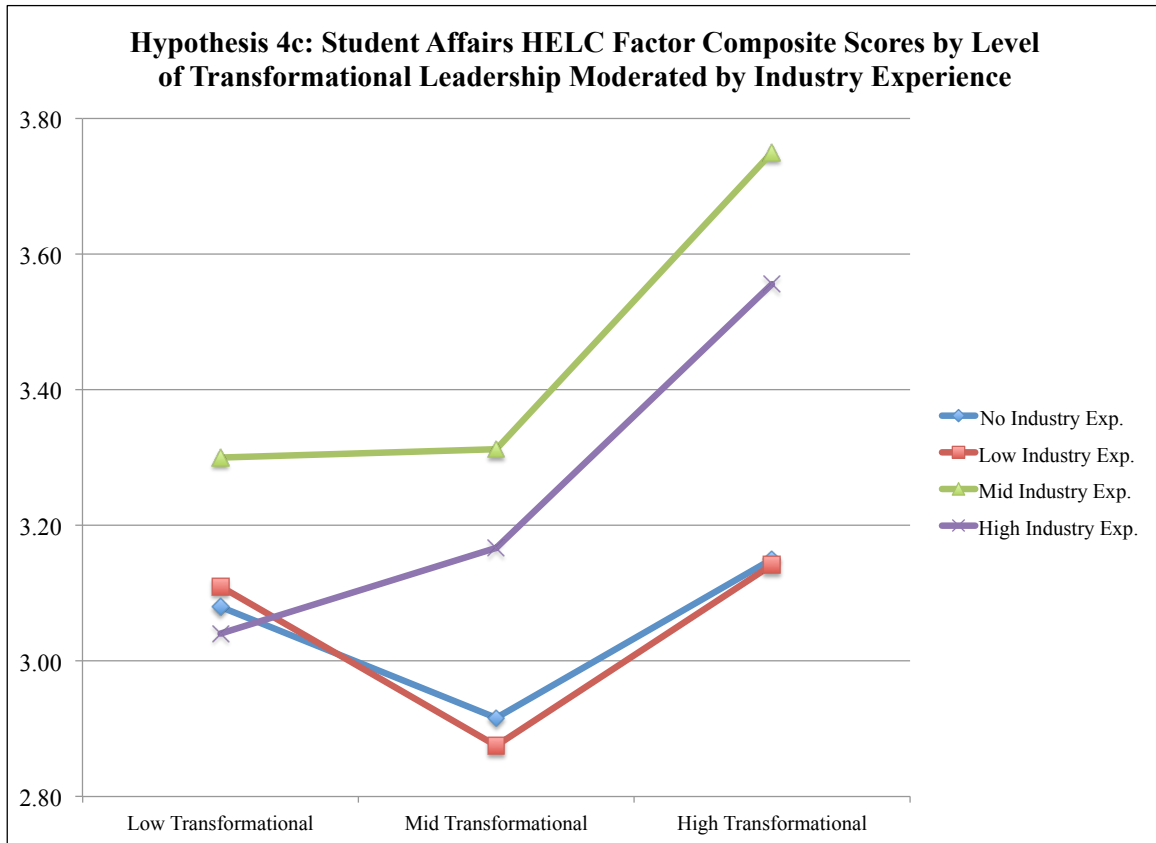


Figure 10: Hypothesis 4c: Student Affairs HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Industry Experience

Hypothesis 4d relates to whether or not hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC Behavioral factor. The Behavioral composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Industry Experience) between subjects analysis. There was a significant main effect of Level of Transformational

Leadership $F(2,68) = 4.258, p < .05$ (see Table 37). None of the simple effects were significant (see Table 38).

Mid Transformational academic administrators who had high Industry Experience ($M=3.6875, SD=.36031$) scored higher than low Industry Experience ($M= 3.25, SD= .35051$). High Transformational academic administrators who had mid Industry Experience ($M=3.96, SD= .08944$) scored higher than low Industry Experience ($M= 3.5429, SD= .32071$). High Transformational academic administrators with mid Industry Experience academic ($M= 3.96, SD= .08944$) scored higher than low Transformational ($M=3.444, SD= .44472$)[see Figure 11]. There was no significant interaction effect $F(6, 68) = .657, p > .05$; therefore Hypothesis 4d is rejected.

Table 37:

Hypothesis 4d - Level of Transformational Leadership x Level of Industry Experience for HELC factor Composite Behavioral

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	4.258	.111	.018*
<i>(B) Level of Industry Experience</i>	3	2.034	.082	.117
<i>A x B (Interaction)</i>	6	.657	.055	.684
<i>Error (Within Groups)</i>	68			

**** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;**

Table 38:

Behavioral Composite Scores for Level of Transformational Leadership Level of Industry Experience

Level of Transformational Leadership	Level of Industry Experience				Simple Effects: F, df (2, 68)
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.333 (.80829)	3.3778 (.38006)	3.444 (.44472)	3.4333 (.23381)	.974
<i>Mid Transformational</i>	3.40 (.4000)	3.25 (.35051)	3.525 (.41318)	3.6875 (.36031)	.162
<i>High Transformational</i>	3.64 (.43359)	3.5429 (.32071)	3.96 (.08944)	3.6889 (.36209)	.222
Simple Effects: F, df (3, 68)	.712	.299	.070	.297	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

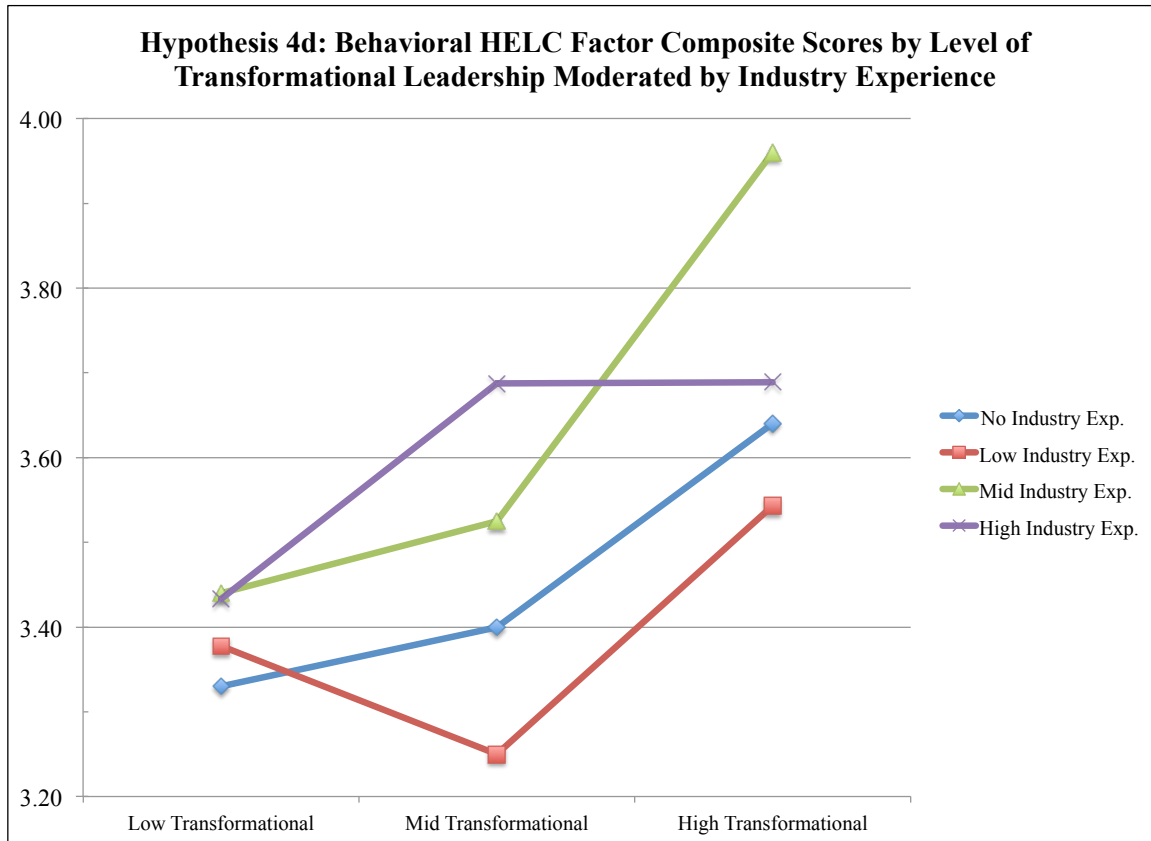


Figure 11: Hypothesis 4d: Behavioral HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Industry Experience.

Hypothesis 4e relates to whether or not hospitality and tourism academic administrators' previous Industry Experience will moderate the relationship between level of Transformational leadership and the HELC External Relations factor. The External Relations composite scores were compared using a factorial a 3 (level of Transformational Leadership) x 4 (Years of Industry Experience) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 5.366, p < .05$ (see Table 39). The simple effects for

Level of Transformational Leadership with high Industry Experience were significant (see Table 40). The simple effects of Level of Industry Experience with high Transformational were also significant.

High Transformational academic administrators who had high Industry Experience ($M=3.4444$, $SD=.32830$) scored higher than low Industry Experience ($M= 2.8857$, $SD=.65174$) and no Industry Experience administrators ($M=2.76$, $SD=.45607$) [see Figure 12]. There was no significant interaction effect $F(6, 68) = .458$, $p > .05$, so Hypothesis 4e is rejected.

Table 39:

Hypothesis 4e - Level of Transformational Leadership x Level of Industry Experience for HELC factor Composite External Relations

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	5.366	.136	.007*
<i>(B) Level of Industry Experience</i>	3	2.306	.092	.084
<i>A x B (Interaction)</i>	6	.458	.039	.837
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 40:

External Relations Composite Scores for Level of Transformational Leadership Level of Industry Experience

<i>Level of Transformational Leadership</i>	<i>Level of Industry Experience</i>				<i>Simple Effects: F, df (2, 68)</i>
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	2.4667 (.61101)	2.5778 (.52387)	2.5944 (.95277)	2.7333 (.24221)	.948
<i>Mid Transformational</i>	2.6667 (.30551)	2.55 (.46291)	2.925 (.60415)	2.8938 (.58459)	.482
<i>High Transformational</i>	2.76 (.45607)	2.8857 (.65174)	3.44 (.58992)	3.4444 (.32830)	.044*
<i>Simple Effects: F, df (3, 68)</i>	.704	.436	.170	.008*	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

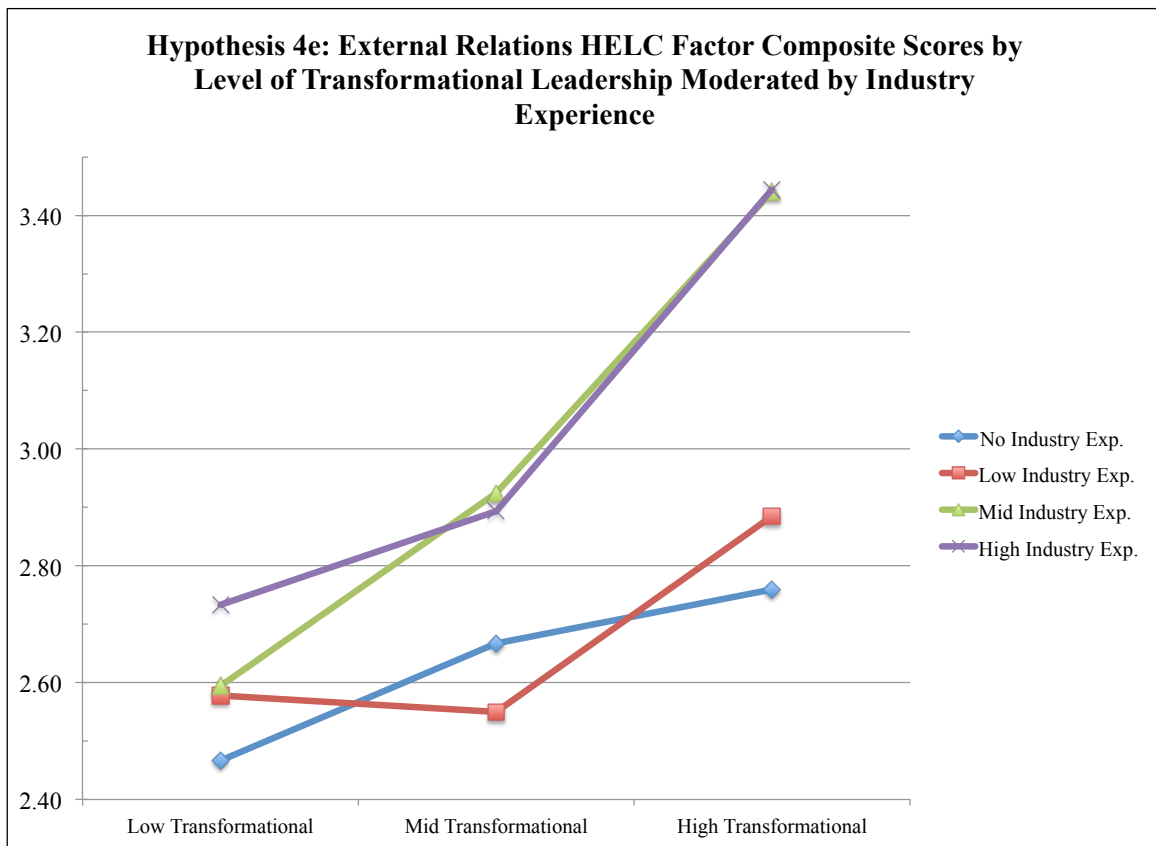


Figure 12: Hypothesis 4e: External Relations HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Industry Experience.

Hypothesis 5a relates to whether or not hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Analytical factor. The Analytical composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Managerial Experience) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 10.988, p < .001$ (see Table 41). Only the simple

effects for Level of Transformational Leadership with no Managerial Experience and high Managerial Experience were significant (see Table 42). None of the simple effects for Level of Transformational Leadership were significant.

Mid Transformational academic administrators who had high Managerial Experience ($M=3.5602$, $SD=.29062$) scored higher than mid Managerial Experience ($M=3.3194$, $SD=.20359$). High Transformational academic administrators who had high Managerial Experience ($M=3.8171$, $SD=.13429$) scored higher than mid Managerial Experience ($M=3.4375$, $SD=.500$). High Transformational academic administrators with no Managerial Experience ($M=3.5781$, $SD=.27658$) and mid Transformational academic administrators with no Managerial Experience ($M=3.52$, $SD=.23395$) scored higher than low Transformational ($M=3.2065$, $SD=.20620$). High Transformational academic administrators with high Managerial experience ($M=3.8171$, $SD=.13429$) scored higher low Transformational ($M=3.175$, $SD=.18435$) and mid Transformational administrators ($M=3.5602$, $SD=.29062$) [see Figure 13]. There was no significant interaction effect $F(6, 68) = 1.089$, $p > .05$, so Hypothesis 5a is rejected.

Table 41:

Hypothesis 5a - Level of Transformational Leadership x Level of Managerial Experience for HELC factor Composite Analytical

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	10.988	.244	.000**
<i>(B) Level of Managerial Experience</i>	3	2.188	.088	.097
<i>A x B (Interaction)</i>	6	1.089	.088	.378
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$.

Table 42:

Analytical Composite Scores for Level of Transformational Leadership Level of Managerial Experience

Level of Transformational Leadership	Level of Managerial Experience				Simple Effects: F, df (2, 68)
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.2065 (.20620)	3.4365 (.22796)	3.1786 (.44987)	3.175 (.18435)	.277
<i>Mid Transformational</i>	3.52 (.23395)	3.4844 (.22462)	3.3194 (.20359)	3.5602 (.29062)	.215
<i>High Transformational</i>	3.5781 (.27658)	3.624 (.28521)	3.4375 (.5000)	3.8171 (.13429)	.136
Simple Effects: F, df (3, 68)	.038*	.320	.548	.000**	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

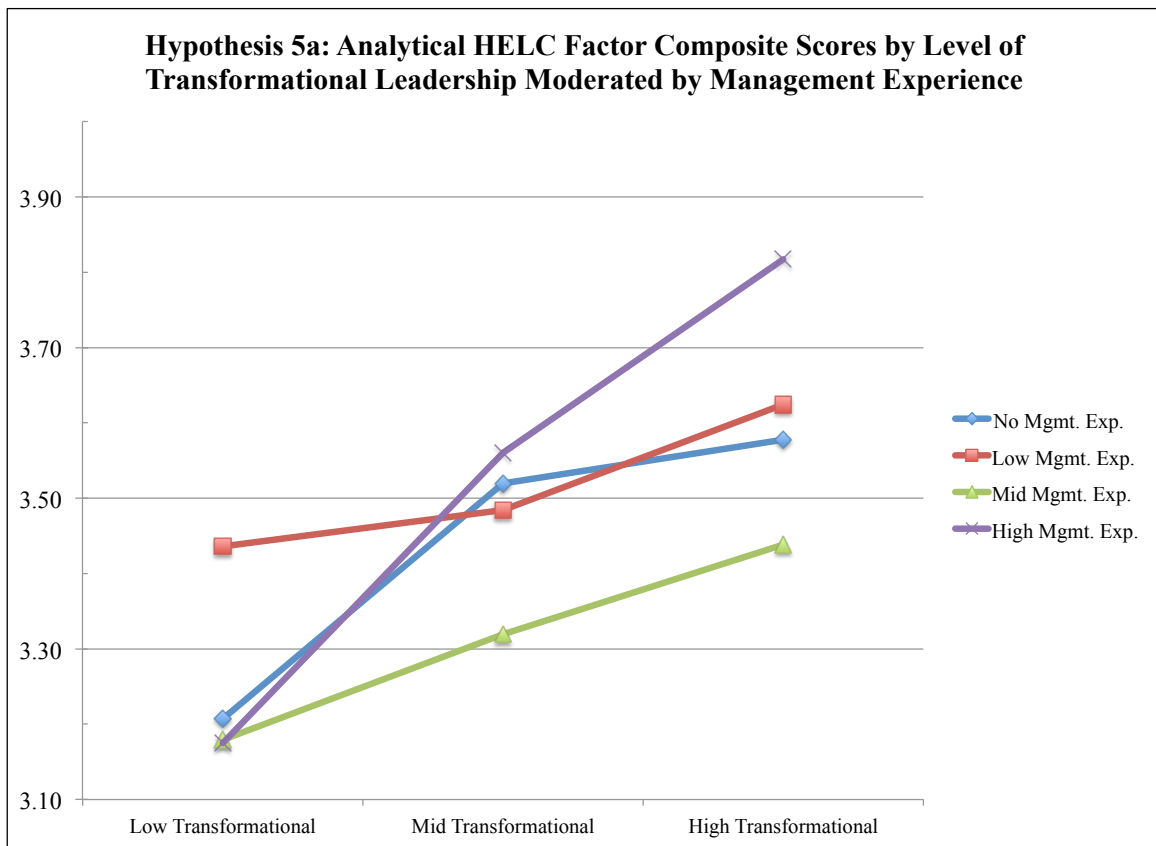


Figure 13: Hypothesis 5a: Analytical HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Management Experience.

Hypothesis 5b relates to whether or not hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Communication factor. The Communication composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Managerial Experience) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 4.418, p < .05$ and Level of Managerial

Experience $F(3,68) = 2.907, p < .05$ (see Table 43). Only the simple effect for Level of Managerial Experience with high Transformational was significant (see Table 44). None of the simple effects between Communication Composite scores of Level of Transformational Leadership with Level of Managerial Experience were significant.

Mid Transformational academic administrators who had high Managerial Experience ($M=3.7611, SD=.28480$) scored higher than mid Managerial Experience ($M=3.4444, SD=.34319$). High Transformational academic administrators who had high Managerial Experience ($M=3.94, SD=.18974$) scored higher than no Managerial Experience ($M=3.450, SD=.19149$) [see Figure 14].

Mid Transformational academic administrators with no Managerial Experience academic administrators ($M=3.68, SD=.22804$) scored higher than low Transformational administrators ($M=3.3714, SD=.24300$). High Transformational academic administrators with high experience ($M=3.94, SD=.18974$) scored higher low Transformational administrators ($M=3.56, SD=.38471$). There was no significant interaction effect $F(6, 68) = .476, p > .05$, which means Hypothesis 5b is rejected.

Table 43:

Hypothesis 5b - Level of Transformational Leadership x Level of Managerial Experience for HELC factor Composite Communication

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	4.418	.115	.016*
<i>(B) Level of Managerial Experience</i>	3	2.907	.114	.041*
<i>A x B (Interaction)</i>	6	.476	.040	.824
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$.

Table 44:**Communication Composite Scores for Level of Transformational Leadership Level of Managerial Experience**

<i>Level of Transformational Leadership</i>	<i>Level of Managerial Experience</i>				<i>Simple Effects: F, df (2, 68)</i>
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.3714 (.24300)	3.500 (.38545)	3.2571 (.58554)	3.560 (.38471)	.582
<i>Mid Transformational</i>	3.680 (.22804)	3.65 (.34157)	3.4444 (.34319)	3.7611 (.28480)	.194
<i>High Transformational</i>	3.450 (.19149)	3.750 (.35707)	3.6667 (.30551)	3.94 (.18974)	.040*
<i>Simple Effects: F, df (3, 68)</i>	.100	.390	.413	.055	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

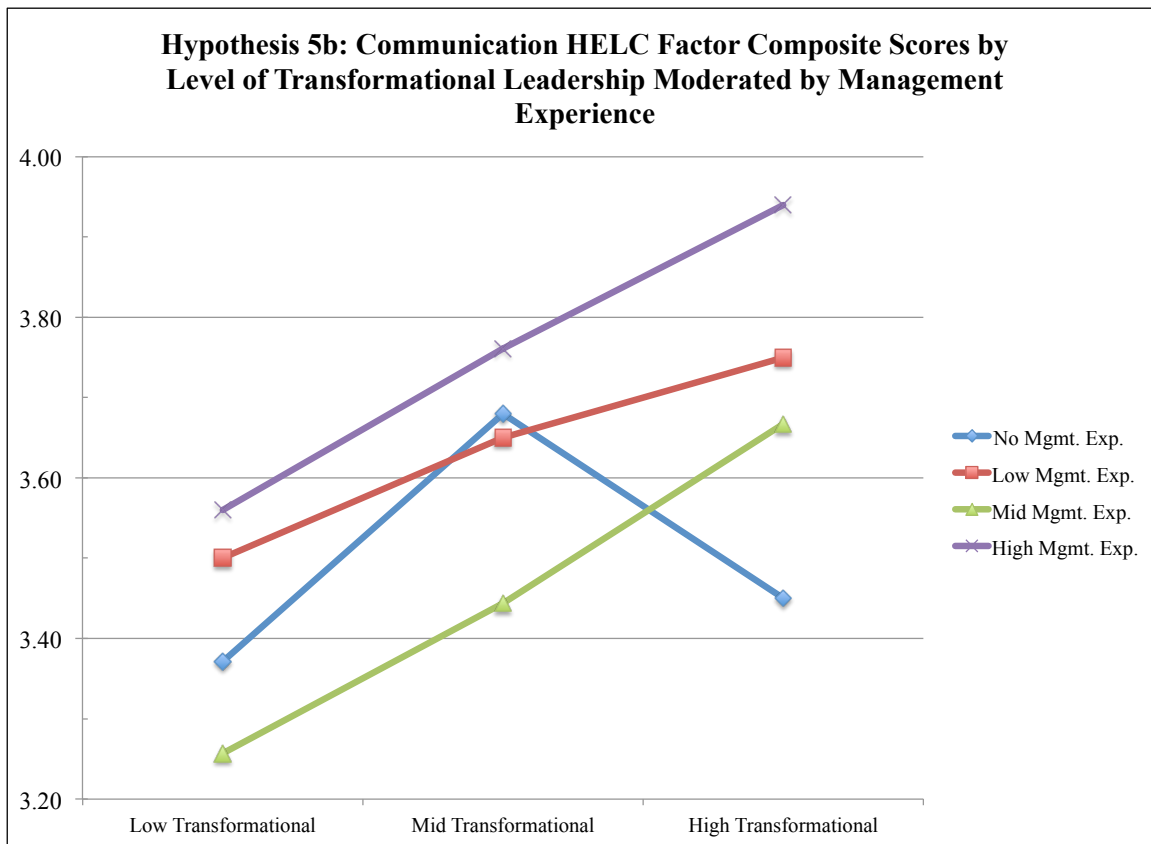


Figure 14: Hypothesis 5b: Communication HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Management Experience.

Hypothesis 5c relates to whether or not hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Student Affairs factor. The Student Affairs composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Managerial Experience) between subjects analysis. There were no significant main

effects (see Table 45). The simple effects for Level of Managerial Experience with mid Transformational administrators and the simple effects for Level of Transformation Leadership with high Experience administrators was significant (see Table 46).

Mid Transformational academic administrators who had high Managerial Experience (M=3.3981, SD= .45980) scored higher than mid Managerial Experience (M=2.8056, SD= .41037) and No Managerial Experience (M=2.95, SD= .11180). High Transformational academic administrators with high Experience (M=3.675, SD=.42573) scored higher low Transformational (M=2.95, SD= .20917) [see Figure 15]. There was no significant interaction effect $F(6, 68) = 2.039, p > .05$ which means Hypothesis 5c is rejected.

Table 45:

Hypothesis 5c - Level of Transformational Leadership x Level of Managerial Experience for HELC factor Composite Student Affairs

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	1.272	.036	.287
<i>(B) Level of Managerial Experience</i>	3	1.513	.063	.219
<i>A x B (Interaction)</i>	6	2.039	.152	.072
<i>Error (Within Groups)</i>	68			

**** Denotes significance of $p < .001$; * Denotes significance of $p < .05$.**

Table 46:

Student Affairs Composite Scores for Level of Transformational Leadership Level of Managerial Experience

Level of Transformational Leadership	Level of Managerial Experience				Simple Effects: F, df (2, 68)
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.3214 (.47246)	3.0625 (.32043)	3.250 (.64550)	2.95 (.20917)	.472
<i>Mid Transformational</i>	2.95 (.11180)	3.25 (.35355)	2.8056 (.41037)	3.3981 (.45980)	.021*
<i>High Transformational</i>	3.125 (.32275)	3.333 (.41458)	3.0833 (.87797)	3.675 (.42573)	.128
Simple Effects: F, df (3, 68)	.248	.337	.332	.014*	

Note. ** = $p < .01$; * = $p < .05$. Standard deviations appear in parentheses below means.

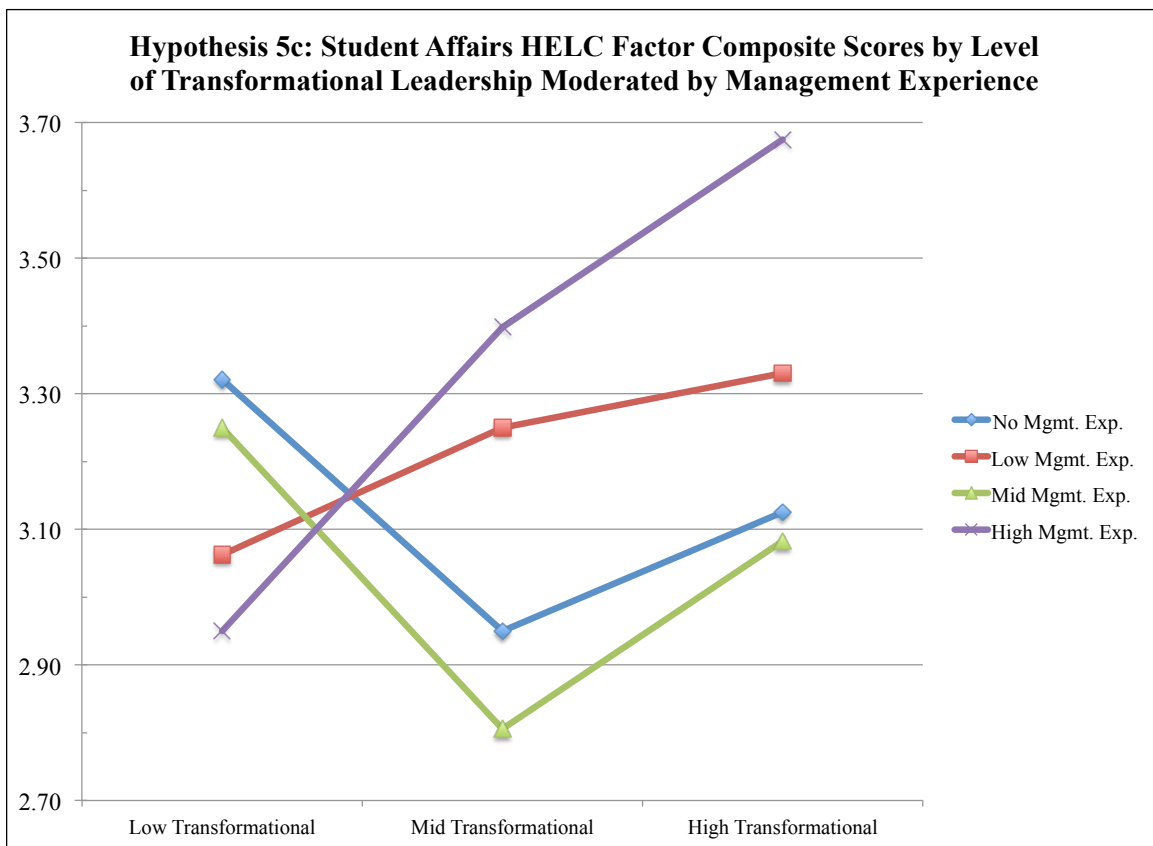


Figure 15: Hypothesis 5c: Student Affairs HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Management Experience.

Hypothesis 5d relates to whether or not hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC Behavioral factor. The Behavioral composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Managerial Experience) between subjects analysis. There were significant main effects of Level of Transformation Leadership $F(2, 28) = 3.139, p \leq .05$ and Level of Managerial experience $F(3, 68) = 3.120, p < .05$ (see Table 47). Only the simple effects for Level of Managerial

Experience with mid Transformational administrators and the simple effects for Level of Transformation Leadership with high Experience were significant (see Table 48).

Mid Transformational academic administrators who had high Managerial Experience (M=3.7889, SD= .23688) scored higher than mid Managerial Experience (M=3.3778, SD= .33830), low Managerial Experience (M=3.15, SD= .55076) and no Managerial Experience (M=3.36, SD= .29665). High Transformational academic administrators with high Managerial experience (M=3.82, SD=.25734) and mid Transformational (M=3.7889, SD= .23688) scored higher low Transformational (M=3.48, SD= .22804) [see Figure 16]. There was no significant interaction effect $F(6, 68) = .689, p > .05$, so Hypothesis 5d is rejected.

Table 47:

Hypothesis 5d - Level of Transformational Leadership x Level of Managerial Experience for HELC factor Composite Behavioral

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	3.139	.085	.050*
<i>(B) Level of Managerial Experience</i>	3	3.120	.121	.032*
<i>A x B (Interaction)</i>	6	.689	.057	.659
<i>Error (Within Groups)</i>	68			

**** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;**

Table 48:

Behavioral Composite Scores for Level of Transformational Leadership Level of Managerial Experience

Level of Transformational Leadership	Level of Managerial Experience				Simple Effects: F, df (2, 68)
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.5143 (.58716)	3.35 (.29761)	3.3143 (.45981)	3.48 (.22804)	.785
<i>Mid Transformational</i>	3.36 (.29665)	3.15 (.55076)	3.3778 (.33830)	3.7889 (.23688)	.016*
<i>High Transformational</i>	3.70 (.47610)	3.60 (.33166)	3.5333 (.50332)	3.82 (.25734)	.472
Simple Effects: F, df (3, 68)	.596	.127	.745	.047*	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

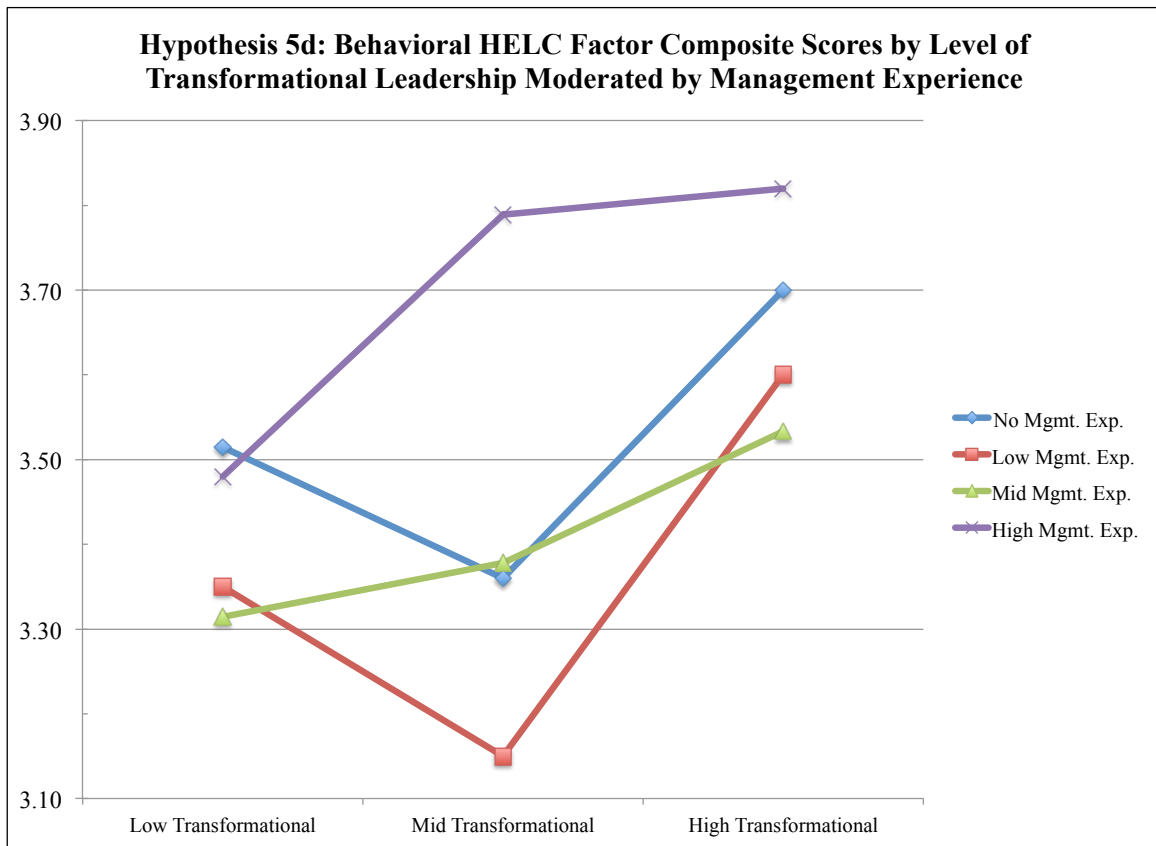


Figure 16: Hypothesis 5d: Behavioral HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Management Experience.

Hypothesis 5e relates to whether or not hospitality and tourism academic administrators' previous Management Experience will moderate the relationship between level of Transformational leadership and the HELC External Relations factor. The External Relations composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Managerial Experience) between subjects analysis. There were significant main

effects of Level of Transformation Leadership $F(2, 28) = 3.180, p < .05$ (see Table 49). The simple effects for Level of Transformation Leadership with low Experience and high Experience were significant (see Table 50).

High Transformational academic administrators who had high Managerial Experience ($M=3.46, SD=.43256$) scored higher than no Managerial Experience administrators ($M=2.70, SD=.50332$). High Transformational academic administrators with low Managerial experience ($M=3.133, SD=.3000$) scored higher than mid Transformational ($M=2.60, SD=.51640$) and low Transformational administrators ($M=2.525, SD=.46522$). High Transformational academic administrators with high Managerial experience ($M=3.46, SD=.43256$) scored higher than low Transformational ($M=2.68, SD=.22804$) [see Figure 17]. There was no significant interaction effect $F(6, 68) = .688, p > .05$, so Hypothesis 5e is rejected.

Table 49:

Hypothesis 5e - Level of Transformational Leadership x Level of Managerial Experience for HELC factor Composite External Relations

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	3.180	.086	.048*
<i>(B) Level of Managerial Experience</i>	3	1.780	.073	.159
<i>A x B (Interaction)</i>	6	.688	.057	.660
<i>Error (Within Groups)</i>	68			

**** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;**

Table 50:**External Relations Composite Scores for Level of Transformational Leadership Level of Managerial Experience**

<i>Level of Transformational Leadership</i>	<i>Level of Managerial Experience</i>				<i>Simple Effects: F, df (2, 68)</i>
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	2.80 (.66332)	2.525 (.46522)	2.45 (.98192)	2.68 (.22804)	.763
<i>Mid Transformational</i>	2.64 (.26077)	2.60 (.51640)	2.6889 (.55777)	3.0167 (.61237)	.437
<i>High Transformational</i>	2.70 (.50332)	3.1333 (.3000)	2.8667 (1.20554)	3.46 (.43256)	.092
<i>Simple Effects: F, df (3, 68)</i>	.872	.016*	.741	.020*	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

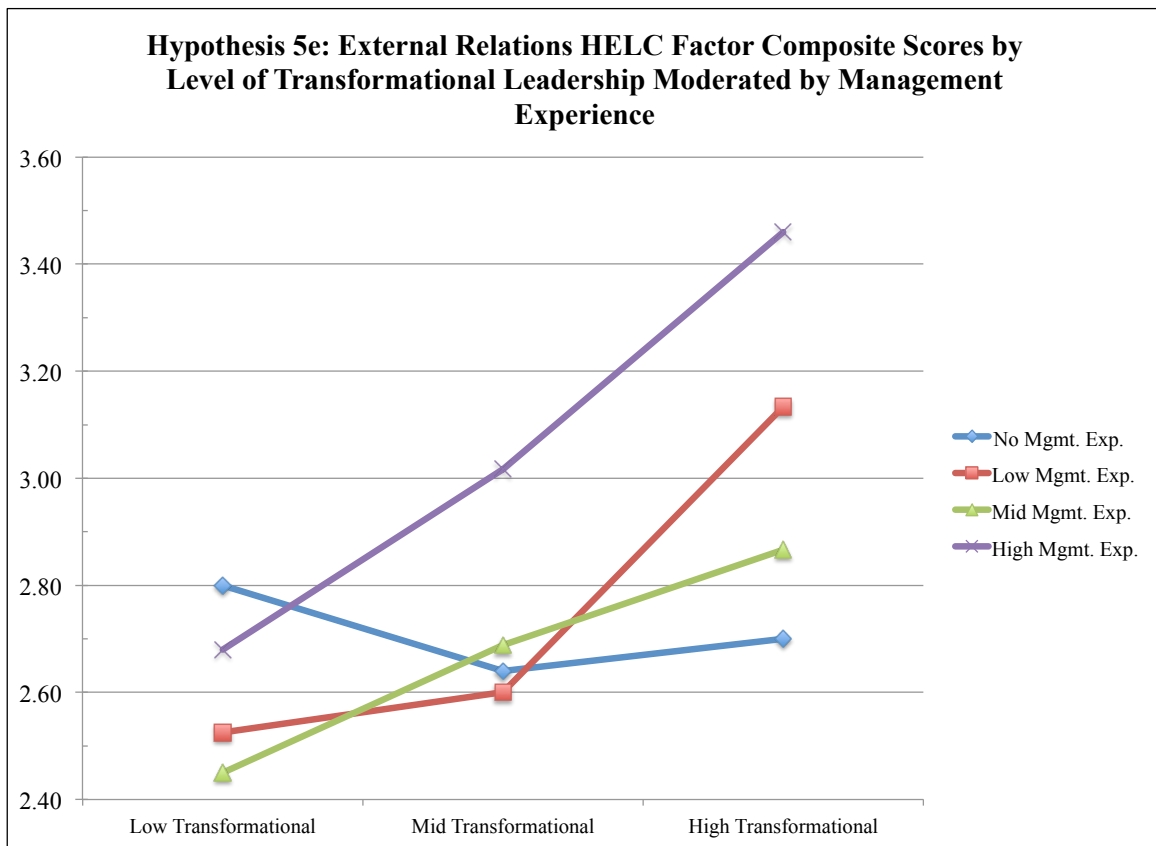


Figure 17: Hypothesis 5e: External Relations HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Management Experience.

Hypothesis 6a relates to whether or not hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Analytical factor. The Analytical composite scores were compared using a factorial of 3(level of Transformational Leadership) x 4 (Years of Managerial Experience in the Industry) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 10.988, p < .001$ (see Table 51). The

simple effects for Level of Transformational Leadership with no Managerial Experience in the Industry, mid Managerial Experience in the Industry and high Managerial Experience in the Industry were significant. The simple effects for Level of Managerial Experience in the Industry for high Transformational were also significant (see Table 52).

Mid Transformational academic administrators who had high Managerial Experience in the Industry ($M=3.6792$, $SD=.23221$) scored higher than mid Managerial Experience in the Industry ($M=3.3047$, $SD=.17815$). High Transformational academic administrators who had high Managerial Experience in the Industry ($M=3.90$, $SD=.12183$) and mid Managerial Experience in the Industry ($M=3.7457$, $SD=.18373$) scored higher than low Managerial Experience in the Industry administrators ($M=3.4554$, $SD=.31605$) [see Figure 18].

High Transformational academic administrators with no Managerial Experience in the Industry ($M=3.6563$, $SD=.27345$) scored higher than low Transformational administrators ($M=3.2852$, $SD=.28042$). High Transformational academic administrators with mid Managerial Experience in the Industry ($M=3.7457$, $SD=.18373$) scored higher than mid Transformational ($M=3.3047$, $SD=.17815$). High experience academic administrators who were high Transformational ($M=3.90$, $SD=.12183$) and mid Transformational ($M=3.67792$, $SD=.23221$) scored higher than low Transformational administrators ($M=3.1094$, $SD=.12885$). There was no significant interaction effect $F(6, 68) = 2.174$, $p > .05$, which means Hypothesis 6a is rejected.

Table 51:**Hypothesis 6a - Level of Transformational Leadership x Level of Managerial Experience in the Industry for HELC factor Composite Analytical**

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	12.057	.262	.000**
<i>(B) Level of Managerial Experience in the Industry</i>	3	1.540	.064	.212
<i>A x B (Interaction)</i>	6	2.174	.161	.056
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 52:**Analytical Composite Scores for Level of Transformational Leadership Level of Managerial Experience in the Industry**

<i>Level of Transformational Leadership</i>	<i>Level of Managerial Experience in the Industry</i>				<i>Simple Effects: F, df (2, 68)</i>
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.2852 (.28042)	3.20 (.42711)	3.5313 (.30936)	3.1094 (.12885)	.414
<i>Mid Transformational</i>	3.5045 (.27779)	3.4375 (.18400)	3.3047 (.17815)	3.6792 (.23221)	.085
<i>High Transformational</i>	3.6563 (.27345)	3.4554 (.31605)	3.7457 (.18373)	3.900 (.12183)	.036*
<i>Simple Effects: F, df (3, 68)</i>	.011*	.405	.004*	.000**	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

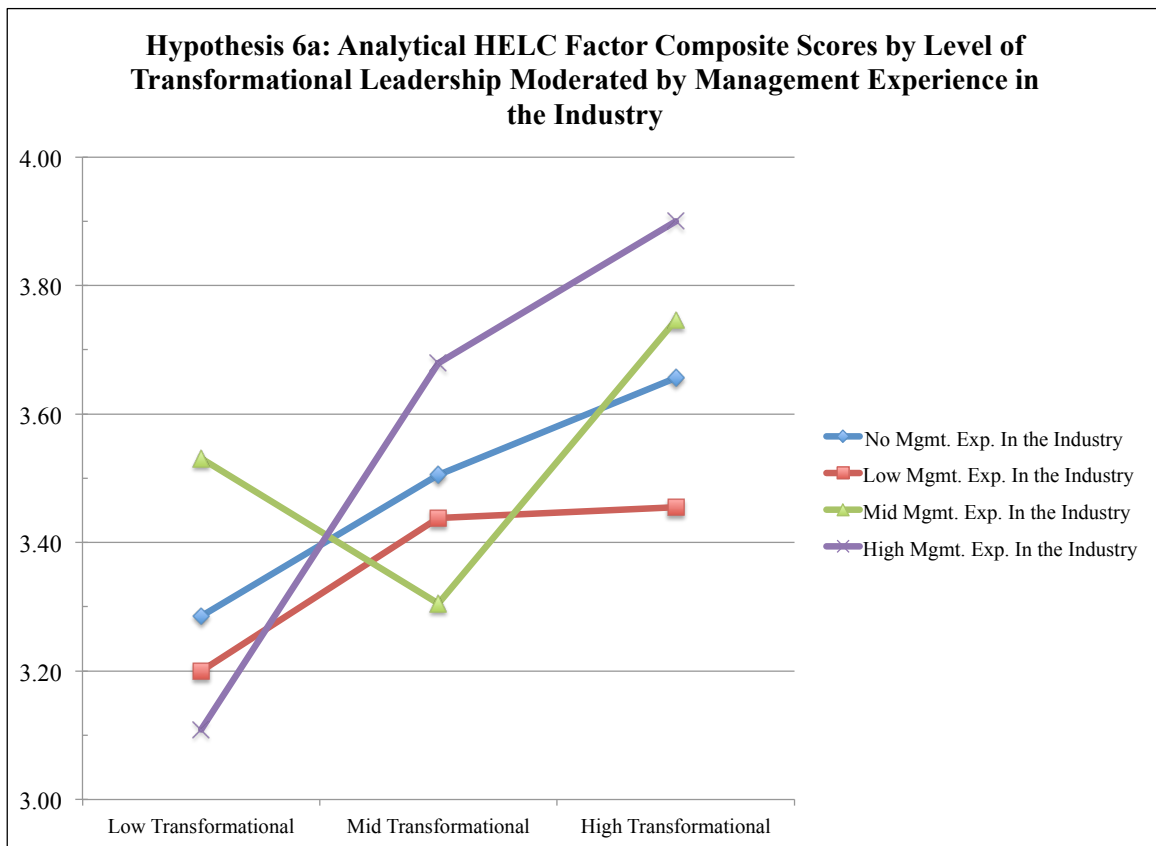


Figure 18: Hypothesis 6a: Analytical HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Management Experience in the Industry

Hypothesis 6b relates to whether or not hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Communication factor. The Communication composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Managerial Experience in the Industry) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 3.203, p < .05$ (see

Table 53). None of the simple effects for Level of Transformational Leadership or Level of Managerial Experience in the Industry were significant (see Table 54).

High Transformational academic administrators who had high Managerial Experience in the Industry (M=4.00, SD= .000) scored higher than no Managerial Experience in the Industry (M=3.60, SD= .38545). Mid Transformational academic administrators with no Managerial Experience in the Industry Experience (M=3.6545, SD= .23817) scored higher than low Transformational administrators (M= 3.3625, SD= .34424). High Transformational academic administrators with mid Managerial Experience in the Industry (M=3.8583, SD= .24580) scored higher than mid Transformational (M=3.4313, SD= .38816) [see Figure 19]. High Transformational academic administrators with high Managerial Experience in the Industry (M=4.00, SD=.000) scored higher than low Transformational administrators (M=3.55, SD= .44347). There was no significant interaction effect $F(6, 68) = 1.733, p > .05$; therefore, Hypothesis 6b is rejected.

Table 53:

Hypothesis 6b - Level of Transformational Leadership x Level of Managerial Experience in the Industry for HELC factor Composite Communication

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	3.203	.086	.047*
<i>(B) Level of Managerial Experience in the Industry</i>	3	2.115	.085	.106
<i>A x B (Interaction)</i>	6	1.733	.133	.127
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 54:

Communication Composite Scores for Level of Transformational Leadership Level of Managerial Experience in the Industry

Level of Transformational Leadership	Level of Managerial Experience in the Industry				Simple Effects: F, df (2, 68)
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.3625 (.34424)	3.28 (.57619)	3.90 (.14142)	3.55 (.44347)	.268
<i>Mid Transformational</i>	3.6545 (.23817)	3.75 (.3000)	3.4313 (.38816)	3.80 (.28284)	.179
<i>High Transformational</i>	3.60 (.38545)	3.7143 (.27946)	3.8583 (.24580)	4.00 (.000)	.107
Simple Effects: F, df (3, 68)	.062	.153	.056	.115	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

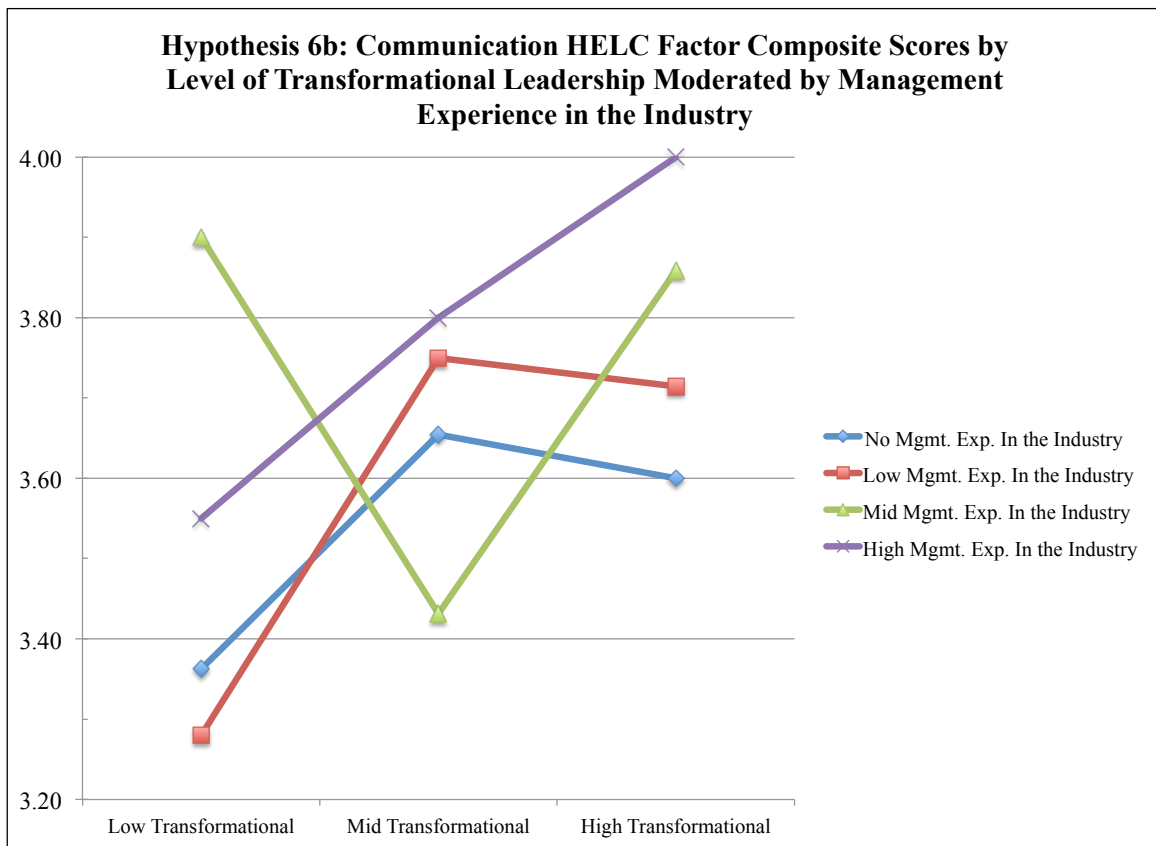


Figure 19: Hypothesis 6b: Communication HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Management Experience in the Industry.

Hypothesis 6c relates to whether or not hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Student Affairs factor. The Student Affairs composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Managerial Experience in the Industry) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 3.251, p < .05$ and

Level of Managerial Experience in the Industry $F(3, 68) = 2.753, p < .05$ (see Table 55). The simple effects for Level of Transformational Leadership for mid Experience and high Experience and the simple effects of Level of Managerial Experience in the Industry of high Transformational were significant (see Table 56).

Mid Transformational academic administrators who had high Managerial Experience in the Industry ($M=3.6042, SD=.31458$) scored higher than administrators with no Managerial Experience in the Industry ($M=3.1136, SD=.39312$), low Managerial Experience in the Industry ($M=2.875, SD=.32275$) and mid Managerial Experience in the Industry ($M=2.9271, SD=.48271$) [see Figure 20]. High Transformational academic administrators who had high Managerial Experience in the Industry ($M=3.60, SD=.45415$) and mid Managerial Experience in the Industry ($M=3.7917, SD=.40052$) scored higher than low Managerial Experience in the Industry ($M=2.9286, SD=.31339$).

High Transformational academic administrators with mid Managerial Experience in the Industry ($M=3.7917, SD=.40052$) scored higher than mid Transformational ($M=2.9271, SD=.48271$). High Transformational academic administrators with high experience ($M=3.60, SD=.45415$) and mid Transformational academic administrators with high experience ($M=3.6042, SD=.31458$) scored higher low Transformational academic administrators with high experience ($M=2.8750, SD=.14434$).

There was a significant interaction effect $F(6, 68) = 3.390, p < .05$ meaning there was significant interaction between Level of Transformational Leadership and Level of Managerial Experience in the Industry for the HELC Composite score of Student Affairs. This means Hypothesis 6c is accepted.

Table 55:

Hypothesis 6c - Level of Transformational Leadership x Level of Managerial Experience in the Industry for HELC factor Composite Student Affairs

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	3.251	.087	.045*
<i>(B) Level of Managerial Experience in the Industry</i>	3	2.753	.108	.049*
<i>A x B (Interaction)</i>	6	3.390	.230	.006*
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 56:

Student Affairs Composite Scores for Level of Transformational Leadership Level of Managerial Experience in the Industry

<i>Level of Transformational Leadership</i>	<i>Level of Managerial Experience in the Industry</i>				<i>Simple Effects: F, df (2, 68)</i>
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.1406 (.42787)	3.25 (.63738)	3.625 (.17678)	2.8750 (.14434)	.274
<i>Mid Transformational</i>	3.1136 (.39312)	2.875 (.32275)	2.9271 (.48271)	3.6042 (.31458)	.054
<i>High Transformational</i>	3.4063 (.44194)	2.9286 (.31339)	3.7917 (.40052)	3.60 (.45415)	.006*
<i>Simple Effects: F, df (3, 68)</i>	.274	.379	.008*	.018*	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

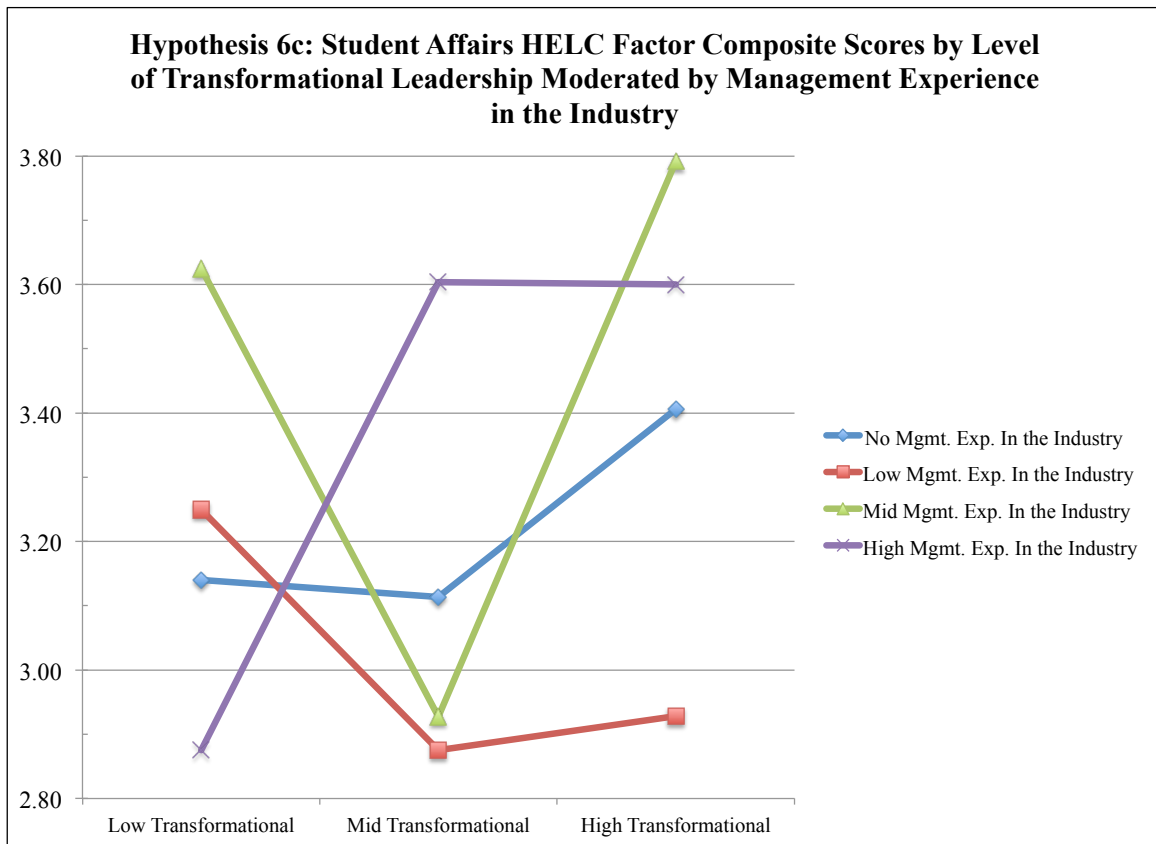


Figure 20: Hypothesis 6c: Student Affairs HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Management Experience in the Industry.

Hypothesis 6d relates to whether or not hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC Behavioral factor. The Behavioral composite scores were compared using a factorial a 3 (level of Transformational Leadership) x 4 (Years of

Managerial Experience in the Industry) between subjects analysis. There were no significant main effects or simple effects (see Table 57 & 58).

Mid Transformational academic administrators who had high Managerial Experience in the Industry (M=3.85, SD= .19149) scored higher than no Managerial Experience in the Industry (M=3.3818, SD= .39451), High Transformational academic administrators with mid Managerial Experience in the Industry (M=3.7917, SD= .40052) scored higher than mid Transformational (M=2.9271, SD= .48271). High Transformational academic administrators with high Experience (M=3.60, SD=.45415) and mid Transformational academic administrators with high Experience (M=3.6042, SD=.31458) scored higher low Transformational (M=2.8750, SD= .14434) [see Figure 21]. There was no significant interaction effect $F(6, 68) = .346, p > .05$. We must reject Hypothesis 6d.

Table 57:

Hypothesis 6d - Level of Transformational Leadership x Level of Managerial Experience in the Industry for HELC factor Composite Behavioral

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	2.196	.061	.119
<i>(B) Level of Managerial Experience in the Industry</i>	3	2.244	.090	.091
<i>A x B (Interaction)</i>	6	.346	.030	.910
<i>Error (Within Groups)</i>	68			

**** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;**

Table 58:

Behavioral Composite Scores for Level of Transformational Leadership Level of Managerial Experience in the Industry

<i>Level of Transformational Leadership</i>	<i>Level of Managerial Experience in the Industry</i>				<i>Simple Effects: F, df (2, 68)</i>
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	3.3375 (.46601)	3.44 (.32863)	3.60 (.56569)	3.55 (.19149)	.723
<i>Mid Transformational</i>	3.3818 (.39451)	3.35 (.5000)	3.4875 (.36815)	3.85 (.19149)	.207
<i>High Transformational</i>	3.65 (.36645)	3.5429 (.32071)	3.80 (.4000)	3.84 (.26077)	.423
<i>Simple Effects: F, df (3, 68)</i>	.233	.708	.376	.137	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

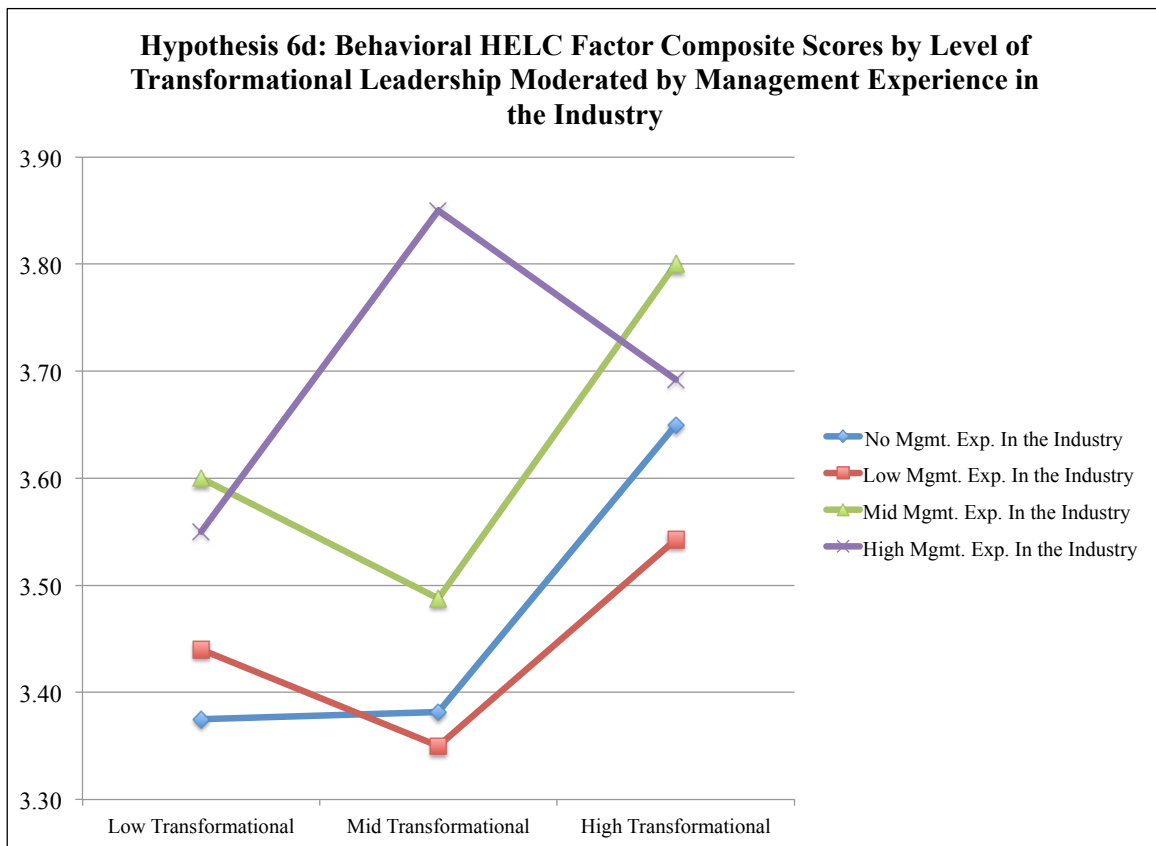


Figure 21: Hypothesis 6d: Behavioral HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Management Experience in the Industry.

Hypothesis 6e relates to whether or not hospitality and tourism academic administrators' previous Management Experience in the Industry will moderate the relationship between level of Transformational leadership and the HELC External Relations factor. The External Relations composite scores were compared using a factorial of 3 (level of Transformational Leadership) x 4 (Years of Managerial Experience in the Industry) between subjects analysis. There was a significant main effect of Level of Transformational Leadership $F(2,68) = 4.278, p < .05$ and

Level of Managerial Experience in the Industry $F(3, 68) = 4.993, p < .05$ (see Table 59). The simple effect for Level of Transformational Leadership for high Experience was significant (see Table 60).

Low Transformational academic administrators who had mid Managerial Experience in the Industry ($M=3.50, SD=.70711$) scored higher than no Managerial Experience in the Industry ($M=2.5375, SD=.71449$). Mid Transformational academic administrators who had high Managerial Experience in the Industry ($M=3.1875, SD=.46971$) scored higher than low Managerial Experience in the Industry ($M=2.35, SD=.57446$) [see Figure 22]. High Transformational academic administrators with high Managerial Experience in the Industry ($M=3.40, SD=.200$) and Mid Transformational academic administrators with high Managerial Experience in the Industry ($M=3.50, SD=.60332$) scored higher than low Transformational ($M=2.65, SD=.25166$). There was a no significant interaction effect $F(6, 68) = .738, p > .05$; therefore Hypothesis 6e is rejected.

Table 59:

Hypothesis 6e - Level of Transformational Leadership x Level of Managerial Experience in the Industry for HELC factor Composite External Relations

<i>Source</i>	<i>df</i>	<i>F</i>	η^2	<i>p</i>
<i>(A) Level of Transformational Leadership</i>	2	4.278	.112	.018*
<i>(B) Level of Managerial Experience in the Industry</i>	3	4.993	.181	.003*
<i>A x B (Interaction)</i>	6	.738	.061	.620
<i>Error (Within Groups)</i>	68			

** Denotes significance of $p < .001$; * Denotes significance of $p < .05$;

Table 60:

External Relations Composite Scores for Level of Transformational Leadership Level of Managerial Experience in the Industry

Level of Transformational Leadership	Level of Managerial Experience in the Industry				Simple Effects: F, df (2, 68)
	<i>No Experience</i>	<i>Low Experience</i>	<i>Mid Experience</i>	<i>High Experience</i>	
<i>Low Transformational</i>	2.5375 (.71449)	2.43 (.34569)	3.50 (.70711)	2.65 (.25166)	.218
<i>Mid Transformational</i>	2.6909 (.45925)	2.35 (.57446)	2.90 (.53452)	3.1875 (.46971)	.123
<i>High Transformational</i>	2.95 (.49857)	2.9429 (.67047)	3.50 (.60332)	3.40 (.2000)	.159
Simple Effects: F, df (3, 68)	.296	.193	.154	.016*	

Note. ** = $p < .01$. * = $p < .05$. Standard deviations appear in parentheses below means.

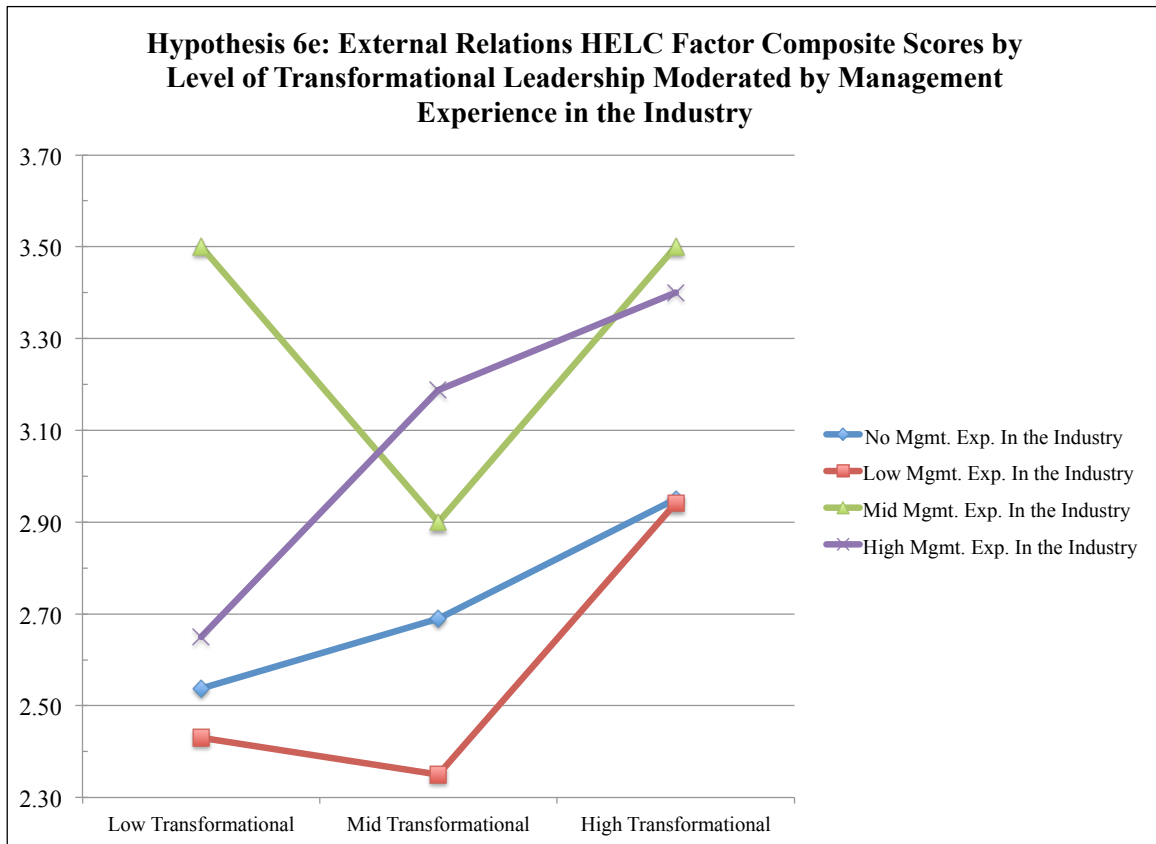


Figure 22: Hypothesis 6e: External Relations HELC Factor Composite Scores by Level of Transformational Leadership Moderated by Management Experience in the Industry.

Chapter 5

Discussion and Conclusions

This chapter will be segmented into two subsections: discussion and conclusions. In the discussion subsection, a synthesis of the results in light of the study's findings guided by the research questions will first be presented. Framed by each research question, a discussion of how this study enhances what we currently know about hospitality and tourism academic administrators will follow. Finally, a discussion of how this study and its outcomes contribute to the discipline of hospitality and tourism, leadership and higher education will be provided. In the conclusions section, a brief summary of the study purpose, key findings, limitations, implications, and recommendations for future studies will be postulated.

Discussion

This study advances what we know about hospitality and tourism academic administrators in several unique ways. This discussion section will be framed by this study's research questions. Each research question will be reviewed by first presenting any relevant finding from this study. Then an explanation of the meaning and the importance of this finding will be presented. Next, findings will be related to any analogous discoveries made in comparable studies. Finally, consideration of any alternative explanation or relevance of the finding will be offered.

RQ1. What makes hospitality and tourism administrators' effective leaders?

In attempting to determine what makes hospitality and tourism academic administrators effective leaders, the results of this study indicated that hospitality and tourism academic administrators' transformational leadership behaviors increase their leadership effectiveness as measured by the MLQ©. Consistent with Brown & Moshavi's (2002) findings, this study provides general support for the notion that the transformational leadership behaviors exhibited by higher education academic administrators are associated with leadership effectiveness. This is important because this study extends the applicability of the transformational leadership research in higher education into the specific discipline of hospitality and tourism; making this the first study in hospitality and tourism to analyze academic administrators through transformational leadership theory. This matters because transformational leadership can be taught to people at all levels in an organization and has been found to positively affect an organization's overall performance as Bass & Avolio (1990) have advocated.

This study has also shown that academic administrators who exhibited higher levels of transformational leadership scored higher on the higher education leadership competencies (HELC). Specifically, the academic administrators, who exhibited more transformational leadership behaviors, scored higher on the HELC factors of Analytical, Communication, Behavioral, and External Relations. This is an important finding because it helps scholars begin to understand the relationship between specific transformational leadership behaviors and competencies. By comprehending which competency sets are more essential may help researchers develop a better measurement of academic leadership effectiveness. Moreover, by

investigating these higher education leadership competencies more intensely, researchers will be better able to determine which competencies are most critical for effectiveness.

This study extends and corroborates the previous exploratory research conducted by Kalargyrou & Woods (2009) in determining what makes a college administrator an effective leader in several ways. Specifically, this study substantiates Murry & Stauffacher (2001) and Kalargyrou & Woods' (2009) findings that effective leaders must communicate effectively and demonstrate integrity and ethical behavior. This study extends the research of Kalargyrou & Woods' (2009) rank ordering of the skills and challenges that deans, chairs, and faculty deem necessary by examining explicit sets of higher education leadership competencies and transformational leadership factors. Furthermore, this study actually used two valid and reliable instruments; the HELC model from Smith & Wolverson (2010) and the Multifactor Leadership Questionnaire©. It should be noted again that the MLQ© is considered the most widely used leadership assessment technique (Kalargyrou & Woods, 2009).

Together these two initial findings suggest that transformational leadership behaviors affect both hospitality and tourism academic administrators' leadership effectiveness and higher education leadership competencies. It appears that these two associations could also be applied to other higher education disciplines such as business and education. Academic administrators are often selected because of their academic accolades (e.g. faculty rank, tenure, years of academic experience and scholarship) not because they have demonstrated leadership qualities. However, these findings suggest that a comprehensive inventory of effective academic leadership behaviors and effective higher education leadership competencies could substantiate a body of knowledge about hospitality and tourism higher education administrators that is currently unparalleled.

***RQ2.** Is there a relationship between the type of leader an academic administrator is and leadership effectiveness?*

As stated in the previous research question, results of this study showed that the academic administrators who exhibited more transformational leadership behaviors were not only more effective leaders, but that they also scored higher on four factors [Analytical, Communication, Behavioral, External Relations] of the higher education leadership competencies (HELC). This study's finding that the academic administrators who were more transformational scored higher on measures of effectiveness is meaningful, because this means that the hospitality and tourism academic administrators in this study, as a whole, believed that they were: effective in meeting others' job-related needs, effective in representing others to higher authority, effective in meeting organizational requirements, and felt they led a group that was effective. Although relationships between the specific transformational factor composite scores and measures of effectiveness were not investigated in this research, this finding suggests that there could be a possible relationship between these factors.

The fact that academic administrators who exhibited more transformational leadership behaviors did not score higher on the HELC Student Affairs factor was an unanticipated finding. The items in the HELC Student Affairs factor relate to the administrator responding to the issues and needs of contemporary students, being attentive to emerging trends in higher education, demonstrating an understanding of student affairs, and demonstrating an understanding of legal issues. This finding is surprising because Kalargyrou & Woods (2009) "found that all participants agreed that the biggest challenge for leaders was managing conflict among faculty

and students” (p. 31). Given the seemingly high focus in hospitality and tourism on students, this finding might need more exploration. One could speculate that academic administrators who participated in this study might uniquely not be focused on students or that they perhaps take student focus as a “given”.

***RQ3.** What impact does an academic administrators’ industry experience have on leadership effectiveness?*

This study was also designed to measure whether or not previous industry experience increased academic administrators’ leadership effectiveness. Results from this study showed that there was a significant interaction between academic administrators’ transformational leadership behaviors and their previous industry experience in relation to their leadership effectiveness. This means that the hospitality and tourism academic administrators who exhibited more transformational leadership behaviors and possessed previous industry experience were more likely to be effective leaders. This is not only a significant finding for the hospitality and tourism academic discipline, but this relationship has never been measured before in the higher education literature. One could speculate that because of the uniqueness of the hospitality and tourism discipline academic administrators possessing industry experience is not only value-added, but also preferred or perhaps even expected. Considering hospitality and tourism is an applied field, this industry experience may give academic administrators more credibility amongst their peers. Moreover, it might make it easier for academic administrators to solicit support from the industry and aid in fundraising efforts for the academic unit. Furthermore, perhaps the experience gained

in the hospitality and tourism industry literally provided these hospitality and tourism administrators with some additional leadership skills which makes them more effective.

This study also analyzed the association between hospitality and tourism academic administrators transformational leadership behaviors and industry experience in relationship to the HELC factors. Although none of the interactions were found to be significant, the findings still indicate that administrators who exhibited more transformational leadership behaviors and had more industry experience scored higher on all the factors of the HELC than administrators who exhibited less transformational leadership behaviors with no industry experience. This is meaningful because it could imply that there is some underlying connection that did not manifest in this research.

***RQ4.** What impact does an academic administrators' managerial experience have on leadership effectiveness?*

This study measured whether or not previous management experience increased academic administrators' leadership effectiveness. Unfortunately, the results from this study showed that there was not a significant interaction between academic administrators' transformational leadership behaviors and their previous management experience in relation to their leadership effectiveness. However, the results did indicate that academic administrators with both high levels of transformational leadership and management experience scored higher on leadership effectiveness than administrators with low levels of transformational leadership and management experience. This finding is meaningful, because it could suggest that there is some causal influence of management experience on leadership effectiveness that is not clearly

defined yet. It seems plausible that academic administrators with management experience would be more effective than people with little to no management experience because a good portion of an academic administrators job is management. That is managing their peers, stakeholders, and processes.

This study also analyzed the association between hospitality and tourism academic administrators transformational leadership behaviors and previous management experience in relationship to the HELC factors. The results did not indicate any significant interactions between the administrators' transformational leadership behaviors and previous management experience in relationship to the individual HELC factors. However, this study discovered that administrators who exhibited low level transformational behaviors and possessed mid-level management experience (five to fourteen years of management experience) had the lowest scores on the HELC factors of Analytical, Communication, and Behavioral. Moreover, administrators who exhibited mid-level transformational leadership behaviors and possessed mid-level management experience had the lowest scores on the HELC factors of Student Affairs and External Relations. Moreover, the highest scores on all of the HELC factors were from administrators who exhibited high transformational leadership behaviors and possessed high-level management experience (fifteen to thirty-four years of management experience).

These three findings, taken together, show that there is some irregularity between administrators with mid-level management experience and administrators with high-level management experience in relation to the HELC factors that needs further exploration. It seems that the administrators' level of transformational leadership behaviors is positively influencing these HELC variable scores, but understanding why mid-level management experience scores are so much lower than the participants with no management experience and low management

experience is still unclear. These findings imply that the nature or type of administrators' management experience needs more probing.

***RQ5.** What impact does an academic administrators' managerial experience in the industry have on leadership effectiveness?*

This study also measured whether or not previous management experience in the industry increased academic administrators' leadership effectiveness. Results from this study showed that there was not a significant interaction between academic administrators' transformational leadership behaviors and their previous management experience in the industry in relation to leadership effectiveness. However, the results of the study did show that administrators who exhibited low transformational leadership behaviors and possessed low levels of management experience in the industry scored lower than administrators who exhibited high transformational leadership behaviors and possessed high management experience in the industry. This finding is important because it shows that the combination of both high levels of transformational leadership behaviors and high levels of management experience in the industry increases an administrators' leadership effectiveness. This line of inquiry in this study answers Phelan et al.'s (2013) call to "better quantify the relationship between years of industry experience and the quality of those years" by extending the research to include the inquiry of administrators previous management experience in the hospitality and tourism industry (p. 129). Furthermore, this is the first study to differentiate between general management experience and the specific management experience in the industry in assessing academic administrators; which extends the hospitality and tourism academic administrator leadership research.

This study also analyzed the relationship between hospitality and tourism academic administrators transformational leadership behaviors and their previous management experience in the industry in relation to the HELC factors. The results indicated a significant relationship between the academic administrators transformational leadership behaviors and their previous management experience in the industry in relation to the Student Affairs HELC factor. This is an important finding considering that the administrators' transformational leadership behaviors alone did not relate with the Student Affairs HELC factor. Perhaps this is because individuals with hospitality and tourism experience are inherently customer-oriented and have somehow transcended this quality by being student-oriented academic administrators. This is important because it could suggest that perhaps the administrators with management experience in the industry do in fact recognize the importance of Student Affairs and view students as more than just customers as neoliberal trends in the early 2000's have suggested.

Conclusion

In this section, I will first restate the purpose of this study. Then, I will provide an explanation of the limitations of the current study. Subsequently, I will provide a look at the theoretical/conceptual implications and the practical implications of my study. Finally, recommendations for future research will be offered.

This dissertation research was guided by three primary objectives. First, this study aimed to develop a model that measures hospitality and tourism academic leadership effectiveness. Second, this dissertation intended to explore the relationship among different leadership styles & leadership effectiveness. Third, this dissertation aspired to measure the importance or impact of previous industry management or leadership experience on hospitality and tourism academic

leadership effectiveness. In the subsequent sections, I will assess the degree to which this study accomplished its objectives.

Key Findings

This study utilized both Bass & Avolio's (2004) Multifactor Leadership Questionnaire© (MLQ©) and Smith & Wolverton's (2010) higher education leadership competency model to measure hospitality and tourism academic administrators leadership effectiveness.

Correspondingly, this study employed a prevailing leadership theory, transformational leadership, to explore the relationship between hospitality and tourism academic administrators' leadership style and leadership effectiveness. Perhaps even more importantly, this study measured the role of hospitality and tourism academic administrators' previous industry experience, management experience and management experience in the industry and examined the impact of these experiences on leadership effectiveness.

Role of Experience. This study is the first to investigate the role of experience in relation to transformational leadership behaviors, leadership effectiveness, and higher education leadership competencies in hospitality and tourism. To my knowledge, this is the first study in higher education leadership to explore administrators' previous management experience in the industry.

Industry Experience & Leadership Effectiveness. This study found that there was a significant interaction between academic administrators' transformational leadership behaviors and their previous industry experience in relation to their leadership effectiveness. This means that the hospitality and tourism academic administrators who exhibited more transformational

leadership behaviors and possessed previous industry experience were more likely to be effective leaders. This relationship has never been explored before in the higher education literature.

Industry Experience & HELC. Although the focal interactions between hospitality and tourism academic administrators transformational leadership behaviors and industry experience in relationship to the HELC factors were found to be statistically insignificant, the findings still indicated that administrators who exhibited more transformational leadership behaviors and have more industry experience scored higher on all the factors of the HELC than the administrators who exhibited less transformational leadership behaviors with no industry experience. This suggests there may be some underlying relationship that was not verified in this research.

Management Experience & Leadership Effectiveness. The results of this study showed that there was not a significant interaction between academic administrators' transformational leadership behaviors and their previous management experience in relation to their leadership effectiveness. However, the results did indicate that academic administrators with both high levels of transformational leadership and management experience scored higher on leadership effectiveness than administrators with low levels of transformational leadership and management experience. This finding suggests that there may be some degree of causal influence of management experience on leadership effectiveness.

Management Experience in the Industry & Leadership Effectiveness. There was not a significant interaction between academic administrators' transformational leadership behaviors and their previous management experience in the industry in relation to leadership effectiveness. However, the results of the study did show that administrators who exhibited low transformational leadership behaviors and possessed low levels of management experience in the industry scored lower than administrators who exhibited high transformational leadership

behaviors and possessed high management experience in the industry. This finding indicated that the combination of both high levels of transformational leadership behaviors and high levels of management experience in the industry increased an administrators' leadership effectiveness.

Different Types of Leadership Effectiveness. This study is the first in hospitality and tourism to examine hospitality and tourism academic administrators leadership effectiveness utilizing the Multifactor Leadership Questionnaire© (MLQ©). This study has extended the present academic leadership literature by incorporating the HELC model as a proxy measure of academic leadership effectiveness.

The results of this study indicated that hospitality and tourism academic administrators' transformational leadership behaviors increase their leadership effectiveness as measured by the MLQ ©. This study extends the applicability of the transformational leadership framework in higher education into the specific discipline of hospitality and tourism. This study found that the more transformational academic administrators scored higher on measures of effectiveness supporting previous scholarship that suggests this relationship exists.

Higher Education Leadership Competencies. This dissertation is the first hospitality and tourism academic leadership study to utilize Smith & Wolverton's (2010) higher education leadership competencies model as a proxy measurement for academic leadership effectiveness. Moreover, this is the first study to measure the relationship between the HELC model and transformational leadership in the higher education leadership. Finally, this is the first academic administrator study that has utilized the HELC model to examine the relationship between experience and transformational leadership behaviors.

Analytical, Communication, Behavioral, and External Relations HELC Factors & Transformational Leadership. This study showed that academic administrators who exhibited

higher levels of transformational leadership scored higher on the higher education leadership competencies (HELC). Specifically, the more transformational academic administrators scored higher on the HELC factors of Analytical, Communication, Behavioral, and External Relations.

Limitations

The limitations of this study will be presented in two distinct categories: methodological limitations and access limitations.

Methodological limitations. The first methodological limitation of this study relates to the sample size. There were eighty hospitality and tourism academic administrator respondents to the survey, which exceeds those of other studies (Kalargyrou, 2009); however, it was not a large enough sample population to conduct more rigorous statistical tests such as factor analysis, principal component analysis, or cluster analysis to examine group similarities and differences reliably. This small sample size can decrease the statistical power of the results, increase the chances of a Type II error or reduce the generalizability of the results on the general population. However, reliability tests and statistical power tests were conducted to verify this sample size was more than adequate for reliable results for this study's intentions.

The second methodological limitation is that the survey was based on self-rating perceptions, which has inherent validity issues because individuals tend to give socially-desirable answers; although the MLQ© and the HELC are both reliable and valid instruments. The third methodological limitation was the survey's number of questions. Although the average time to complete the survey was twenty minutes, roughly fifty administrators opted out after reading the informed consent form stating the number of survey questions (110). I have now learned to focus

on the time the survey takes complete instead of the number of items in my future communication.

Access Limitations. Another possible limitation is access. While the researcher used ICHRIE to gather contact information, it might have been helpful to get ICHRIE's approval to post a link to the survey. Another potential vehicle for accessing academic administrators could be the Global Hospitality Educators website. Not having direct access, or the endorsement of a professional association may have limited the responses and the willingness to participate. Finally, the sample size also limited the statistical analyses I could employ, although I was still able to measure what I had hoped to identify based on my research questions.

Implications

This dissertation is both theoretically and practically significant. It is theoretically significant, because it directly contributes to the hospitality and tourism academic leadership literature, the hospitality and tourism leadership literature, and the higher education leadership literature. This study is practically significant because it can help to establish leadership skills and leadership competency sets necessary for the selection and development of effective academic administrators in hospitality and tourism by providing a valid framework and a reliable assessment tool. The following sections will explore these implications more succinctly.

Theoretical Implications. This dissertation contributes to the theoretical implications in six distinct ways. First, this is the first study that has ever examined hospitality and tourism academic administrators through the transformational leadership framework. This is important to the hospitality and tourism academic leadership literature, because it extends the application of a pre-eminent leadership theory. With scholars such as Brownell (2010) and Hinkin & Tracey

(1994 & 1996) advocating the use of transformational leadership in the hospitality industry, it is essential that hospitality and tourism scholars incorporate this theoretical framework in more studies. Furthermore, this is the first study to examine hospitality and tourism academic administrators using the Multifactor Leadership Questionnaire© (MLQ©), which is considered the most widely used leadership questionnaire (Brownell, 2012).

Second, this study is the first study to utilize Smith & Wolverson's (2012) higher education leadership competencies (HELC) model to analyze hospitality and tourism academic administrators. This is significant to the hospitality and tourism academic leadership literature, because it offers a new refined leadership model developed out of the higher education literature from McDaniel's (2002) competency-based approach. This is an important contribution to literature because it utilizes a valid and reliable leadership instrument structured around explicit higher education leadership competencies.

Furthermore, by operating Smith & Wolverson's (2010) competency-based approach to evaluate administrators this study ventures away from the use of Katz' (1955, 1974) skills-based approach used in recent studies from Kalargyrou (2009) and Kalargyrou & Woods (2012) in examination of hospitality and tourism academic administrators. It can be argued that competency-based approaches are more advantageous than skills-based approaches, because they are all encompassing and include leadership knowledge, leadership behaviors, leadership attributes and leadership abilities needed for effective leadership. Specifically, Northouse (2007) contended that like all leadership approaches the skills-based approach has certain weaknesses. First, the breadths of the skills based approach seem to extend beyond the boundaries of leadership because they typically include elements such as motivation, personality, critical thinking and conflict management. Second, the skills-based approach is weak in predictive value

meaning they do not explain how specific leadership skills lead to effective leadership. Third, the skills-based approach has not been widely used in applied leadership settings meaning that there are no training packets or training modules designed specifically to teach people the effective leadership skills from this approach.

This study is also the first to examine the relationship between academic administrators' leadership effectiveness and their previous industry experience, managerial experience, and managerial experience in the industry. This is a critical feature of this study that has been largely ignored in hospitality and tourism academic administrator leadership research. This study suggests that having industry experience, management experience, and management experience in the industry enhances the effectiveness of hospitality and tourism academic administrators, which is a significant contribution. It is important to understand this relationship between a leader's effectiveness and his/her previous experiences, because it may be that these experiences give the academic administrators more confidence in handling difficult situations, or that they have a wider array of approaches to solving problems.

It is vital to realize that this is the first study to apply transformational leadership theory and the MLQ in the hospitality and tourism discipline since Hinkin & Tracey (1994) and Tracey & Hinkin (1996). This is critical to the hospitality and tourism literature because this study has the potential to stimulate more academic interest in leadership theory and leadership research. Specifically, this study has the potential to stimulate this interest in leadership theory and leadership approaches in two distinct ways. First, this study critically reviews both the hospitality and tourism leadership studies, and the hospitality and tourism academic leadership studies published in the past twenty-five years. Therefore, this dissertation provides future researchers with possibly the most comprehensive review of the hospitality and tourism leadership literature

since Pittaway et al. (1998). Second, it was apparent in conducting this study that there is a dearth of leadership studies in the hospitality and tourism discipline that utilize a recognized leadership theory with a reliable test and manual.

In a recent review of all leadership articles published in the *Cornell Hospitality Quarterly* in the past twenty-five years, Brownell (2010) outlined and advocated the future use of servant leadership techniques in the hospitality industry. I am not negating the use of servant leadership techniques or their benefits, but I am advising that prior to delving into new areas of leadership theory, the hospitality and tourism discipline should first explore the recognized leadership theories that have valid and reliable instruments to establish a foundation for such explorative leadership studies. To date recognized leadership theories and approaches such as trait theory, style approach, situational theory, contingency theory, path-goal theory, leader-member exchange theory, and the psychodynamic approach have been unexplored in the hospitality and tourism academic leadership literature. This is important to consider and critical to recognize, because the study of leadership theory and leadership approaches transcend disciplines. By applying these recognized leadership theories and frameworks, hospitality and tourism scholars have the opportunity to contribute to the collective knowledge of what influences academic administrator leadership effectiveness.

This is also the first study to utilize Smith & Wolverson's (2012) Higher Education Leadership Competencies (HELC) as a proxy measure for academic leadership effectiveness. This is important because many respected higher education leadership scholars, such as Bryman (2007) and Bryman & Lilley (2009), have attempted to develop a successful means of assessing academic leadership effectiveness and have had considerable difficulty. This study illustrates that the HELC is a viable measure of academic leadership effectiveness. This study has introduced a

new potential method of measuring academic leadership effectiveness. Although a mutually agreed upon measurement of academic leadership effectiveness does not exist, this study highlights the value of using this competency-based measure of academic leadership effectiveness.

Another theoretical contribution of this dissertation relates to the fact that this study is the first hospitality and tourism study that has examined academic administrator leadership through a recognized leadership theory since Chacko (1990). This study hopefully encourages other hospitality & tourism leadership scholars to use recognized leadership theories as frameworks for their studies. This is important because failing to incorporate leadership theories reduces the potential to enhance this research area, and lessens the contribution exploration in hospitality and tourism could make to other disciplines.

Last, this is the first study to analyze higher education administrators through a transformational leadership framework since Brown & Moshavi (2002). This is important to the higher education literature, because it extends this avenue of investigation by introducing the potential existence of a relationship between an academic administrators' previous industry experience, managerial experience, and managerial experience in the industry in relation to an existing leadership theory.

Practical Implications. The practical implications of this study are primarily related to the selection, training, and development of hospitality and tourism academic administrators. Explicitly, the results of this study indicate that academic administrators' transformational leadership behaviors influence a leader's effectiveness. This is important because it indicates that the use of the MLQ© and transformational leadership investigations are potentially new means for evaluating hospitality and tourism faculty and administrators. This means that programs

designed to train and develop future hospitality and tourism academic administrators might consider incorporating the MLQ© and the HELC. Moreover, it could be used to identify faculty who may be predisposed to be academic administrators or more oriented toward transformational leadership. Given the challenges in identifying future academic administrators and devising more objective means of assessing performance, this study provides support for incorporating these behaviors and competencies into annual evaluations. Additionally, this study also suggests that a deeper examination of higher education leadership competencies and skills should be investigated. Further exploration may also enlighten the academic community about which specific skills are more critical for effective academic leadership. This study's findings suggest that it may be essential to include these transformational leadership behaviors and higher education leadership competencies (HELC) in job postings and position announcements.

Recommendations

Future research studies focused on hospitality and tourism academic administrators' leadership effectiveness should consider the following recommendations. First, additional measures should be added to clarify how administrators allocate their time. For example, questions inquiring about academic administrator teaching loads, how they allocate their time during a typical workweek, and the amount of time dedicated to research could provide a more comprehensive picture of hospitality and tourism academic administrators. These items could allow us to explore academic administrators' time management and time allocation in relationship to their leadership effectiveness. In extending the use of the Transformational Leadership framework, future researchers should use the full Multifactor Leadership Questionnaire©, which incorporates a 360-degree feedback assessment, by gathering

assessments from the faculty and direct subordinates on the administrators' leadership effectiveness. This will add value because it should negate the bias of socially-desirable answers.

Using this study as a foundation, researchers should use a fractional factorial design in order to increase correlations or interactions that can be diminished by using a 3 x 4 factorial design. In statistics, fractional factorial designs are experimental designs consisting of a carefully chosen subset (or a fraction) of the experimental runs of a full factorial design. For example, instead of analyzing administrators with no experience, low experience, mid experience, and high experience, one would only analyze the no experience and high experience groups in order to look deeper at the similarities and dissimilarities of the two groups without the static caused by incorporating the middle two levels of experience.

This researcher also recommends including specific managerial skills or competencies and seeing which of these appear to be the most impactful. By determining which administrator skills and competencies are most effective, improved training and development programs could be implemented for all faculty and junior administrators. Further investigation into which type of experience (industry experience, managerial experience, or managerial experience in the industry) or combination of the three has the greatest impact on leadership effectiveness would be extremely beneficial in selecting future faculty and administrators. This would be beneficial because it could improve hospitality and tourism higher education recruitment efforts and streamline the necessary leadership competencies needed for growing junior faculty thereby reducing turnover and an increasing the leadership value of the department or program.

Finally, future researchers should examine the difference between the assorted academic administrative positions (e.g. dean, chair, department head) in relation to their transformational leadership behaviors, higher education leadership competencies, and leadership effectiveness.

This exploration is important because it could shed light on specific behaviors that are favored or avoided by these specific individuals based on their academic position. For example, do department chairpersons or deans exhibit more leadership effectiveness? Or, what areas of the higher education leadership competencies do department heads score higher than deans? This kind of examination could extend our understanding of hospitality and tourism academic administrators' by determining which behaviors are relied upon the most. In turn, this may also shed light on how previous administrator experience develops or alters their effectiveness or behaviors as their roles change.

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Appendix

Appendix A: Collaborative Institutional Training Initiative (CITI) Reports


CITI - Collaborative Institutional Training Initiative


8/25/13 3:42 PM

English

Text size: A A

James Talbert III ID: 1617940 | [Log Out](#) | [Help](#)

 Collaborative Institutional Training Initiative
at the University of Miami

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University of Tennessee-Knoxville Reports

Curriculum: Biomedical Research - Basic

Biomedical Research - Basic/Refresher

Stage	Completion Report #	Passing Score	Your Score	Start Date	Completion Date	Expiration Date	Completed Modules	Completion Report
Basic Course	4188345	80%	94%	03/04/2010	03/04/2010	03/03/2012	View	View
Basic Course	7110683	80%	96%	08/25/2013	08/25/2013	08/25/2015	View	View

Curriculum: Social & Behavioral Research - Basic

Social & Behavioral Research - Basic/Refresher

Stage	Completion Report #	Passing Score	Your Score	Start Date	Completion Date	Expiration Date	Completed Modules	Completion Report
Basic Course	4188346	80%	99%	03/04/2010	03/04/2010	03/03/2012	View	View
Basic Course	7110684	80%	98%	08/25/2013	08/25/2013	08/25/2015	View	View

Curriculum: IRB Members - Basic

IRB Members - Basic/Refresher

Stage	Completion Report #	Passing Score	Your Score	Start Date	Completion Date	Expiration Date	Completed Modules	Completion Report
Basic Course	4112432	80%	98%	03/04/2010	03/04/2010	03/03/2012	View	View
Refresher Course	11067747	80%	100%	08/25/2013	08/25/2013	08/25/2015	View	View

Curriculum: Responsible Conduct of Research

Social and Behavioral Responsible Conduct of Research Course

Stage	Completion Report #	Passing Score	Your Score	Start Date	Completion Date	Expiration Date	Completed Modules	Completion Report
Basic Course	4112433	80%	80%	03/04/2010	03/04/2010	N/A	View	View

Curriculum: IRB Chair

<https://www.citiprogram.org/members/index.cfm?pageID=181>

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VITA

James Edward Talbert, III was born in Lancaster, SC, to the parents of James Edward Talbert, Jr. and Edith Darby Talbert. He is the last of three children: Terrie and Mandy. He attended North Elementary and continued to Barr Street Junior High School and then Lancaster High School in Lancaster, SC. After graduation, he attended the University of South Carolina in Columbia, SC where he was introduced to Hotel, Restaurant & Tourism Management. James completed his Bachelor of Science degree in Hotel, Restaurant & Tourism Management in May 2001. In August of 2001, James accepted a graduate teaching assistant position at University of South Carolina to continue his studies in the Hotel, Restaurant and Tourism Management. He graduated his Master of Hotel, Restaurant and Tourism Management in December 2002. After graduation with his Master's degree, James was hired as an adjunct professor at University of South Carolina and taught classes on Hospitality Law and Hospitality Marketing & Sales. Over the next six years, James held a variety of marketing, public relations and advertising positions with companies such as the South Carolina Department of Parks, Recreation & Tourism, Citadel Broadcasting, Media General, and the Savannah Morning News. In August of 2009, James accepted a Graduate Research position at the University of Tennessee at Knoxville in Department of Retail, Hospitality & Tourism Management. James' cognate studies focused on Education Leadership and Policy Studies. In August of 2014, James graduated from the University of Tennessee with a Doctorate of Philosophy in Hospitality and Tourism. His doctoral dissertation was titled, *"Measuring Academic Leadership Effectiveness of Hospitality and Tourism Academic Administrators: A Transformational Leadership Framework"*.