Leadership skills with classroom instruction integration in hospitality management higher education

by

Annamarie D. Sisson

B.A., Western Michigan University, 2006
M.S., Roosevelt University, 2008

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Hospitality Management
College of Health and Human Services

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2020

Abstract

Hospitality management educators and industry professionals are being impacted by the demand for leadership skills of managers and supervisors. Teaching leadership is lacking in classroom instruction and to address this concern, faculty, students, and industry professionals should attempt to work together to meet ever-changing industry requirements and expectations.

For students to achieve management positions, they should possess the necessary skills needed for the industry. Due to the early stages of leadership education within hospitality management, research to clarify the most prominent leadership style among faculty who successfully implement leadership pedagogy in the classroom will be beneficial for hospitality management educators, who are responsible for instructional change and development.

Hospitality management educators completed a 118-item questionnaire measuring leadership style, integration of leadership in classroom instruction, and demographics. Data collected was completed using a focus group and individual interviews to ascertain information to develop and implement an online questionnaire.

A total of 217 questionnaires were usable. The majority of respondents identified as transformational leaders ($n = 195$) and indicated leadership integration in the classroom as highly important. The two most integrated classroom instruction methods were student-led discussions ($M = 3.51 \pm 1.14$) and student-led delegation of group tasks ($M = 3.58 \pm 1.29$). No significant relationship existed between methods of leadership integration and leadership style.

Findings from this study contribute to understanding how educational leaders influence leadership skills and competency integration in classroom instruction. Leadership characteristics should be portrayed within higher education to produce quality students who possess the leadership capacity for industry. Recommendations included conducting further studies of

hospitality management educators' leadership styles, further transformational hospitality leadership education classroom instruction changes, and effective leadership training for hospitality management educators and administrators.

Leadership skills with classroom instruction integration in hospitality management higher
education

by

Annamarie D. Sisson

B.A., Western Michigan University, 2006
M.S., Roosevelt University, 2008

A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Hospitality Management
College of Health and Human Services

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2020

Approved by:

Major Professor
Dr. Kevin R. Roberts

Copyright

Abstract

Hospitality management educators and industry professionals are being impacted by the demand for leadership skills of managers and supervisors. Teaching leadership is lacking in classroom instruction and to address this concern, faculty, students, and industry professionals should attempt to work together to meet ever-changing industry requirements and expectations.

For students to achieve management positions, they should possess the necessary skills needed for the industry. Due to the early stages of leadership education within hospitality management, research to clarify the most prominent leadership style among faculty who successfully implement leadership pedagogy in the classroom will be beneficial for hospitality management educators, who are responsible for instructional change and development.

Hospitality management educators completed a 118-item questionnaire measuring leadership style, integration of leadership in classroom instruction, and demographics. Data collected was completed using a focus group and individual interviews to ascertain information to develop and implement an online questionnaire.

A total of 217 questionnaires were usable. The majority of respondents identified as transformational leaders ($n = 195$) and indicated leadership integration in the classroom as highly important. The two most integrated curricular teaching methods utilized in classroom instruction were student-led discussions (M = 3.51 ± 1.14) and student-led delegation of group tasks (M = 3.58 ± 1.29). No significant relationship existed between methods of leadership integration and leadership style.

Findings from this study contribute to understanding how educational leaders influence leadership skills and competency integration in classroom instruction. Leadership characteristics should be portrayed within higher education to produce quality students who possess the

leadership capacity for industry. Recommendations included conducting further studies of hospitality management educators' leadership styles, further transformational hospitality leadership education classroom instruction changes, and effective leadership training for hospitality management educators and administrators.

Table of Contents

List of Figures

List of Tables

Acknowledgements

I am very grateful for the exceptional support that I received from my family throughout my doctoral journey. The encouragement from my wife, Christina, provided me with the inspiration to begin this academic challenge. Her encouragement and sacrificial support allowed me to complete this lifelong aspiration.

I would like to acknowledge my Doctoral Chair, Dr. Kevin Roberts, who provided essential guidance and leadership throughout the dissertation process. Without his wisdom, I would not be where I am today. Dr. Michael Ottenbacher joined as a committee member and provided inspiration that led to my dissertation topic and study. His leadership was much appreciated at the times I needed it the most. Dr. Kerry Priest served as my leadership studies committee member and frequently confirmed with me that I was continuing successfully on this important research passage. Her guidance allowed me to develop and flourish in my own leader identity. Dr. Rick Scheidt served as my research methods committee member and continuously supported me while pushing to think deeper in the research process. The expertise and commitment to learning from my chair and committee members were valuable assets to advance my doctoral journey.

I would like to acknowledge my University of Florida colleagues for their continuous support and patience while teaching full-time and completing this research study. Much appreciation to Dr. Steve Dodd, Dr. Heather Gibson, Dr. Lori Pennington-Gray, Dr. Svetlana Stepchenkova, Dr. Brijesh Thapa, Dr. Jin-Won Kim, Dr. Andrei Kirilenko, and Ron Gromoll.

The constant encouragement from many other colleagues, friends, students, and extended family members made the completion of my doctoral journey and dissertation possible. I joyfully share this achievement with you.

Chapter 1 - Introduction

Over the decades, tourism has been and is still one of the largest industries with worldwide rapid growth (Global and Regional Tourism Performance, 2019). The travel and tourism industry experienced a 3.5% growth in 2019, greater than the global economic growth rate of 2.5%, and one in four new jobs were added to the industry over the last five years (Economic Impact, 2019). The steady increase in tourism provides employment opportunities for job seekers worldwide, and managers who possess the right skills to lead organizations to achieve outstanding business performance are in need (Fang & Ong, 2018).

The hospitality industry has changed along with this growth, and hospitality industry professionals are now demanding managers with a keen sense of leadership ability to face industry challenges, such as rising global competition (Testa, 2007; Tracey & Hinkin, 1996; Zopiatis & Constani, 2012). Higher education leaders, students, and industry professionals should remain cognizant of the ever-changing industry requirements to promote change. Bringing together hospitality industry leaders and faculty is critical to coincide with this change (Sharma & Sharma, 2019). Hospitality industry leaders request managers with adequate educational backgrounds (Zhong et al., 2013). Specifically, managers with leadership skills are needed (Zhong et al., 2013), and hospitality management faculty worldwide have responded to needs of the industry with the addition of leadership in their curricula (Hill & Van Hoof, 1997; Zhong et al., 2013). The development of leadership skills may be one of the most significant results of a successful educational environment (Kelley et al., 2005). Preparing graduates to be hospitality leaders should begin in the classroom, allowing students to identify their own leadership identity.

There are extensive amounts of leadership styles present in organizations, education, and social settings (Anderson & Sun, 2015). Leadership in education should be an applied discipline (Watson, 2005), and research should contribute to and enable better leadership practices, such as curricular and co-curricular instruction within the classroom setting. Research to clarify the most prominent leadership styles that are related to effective instructional development of leadership will be beneficial for hospitality management educators.

There are various leadership styles that could address the issues of leadership integration in hospitality management classroom instruction, but not all leadership styles may meet the challenge of positively integrating leadership into the classroom setting (Maccoby, 2001). For example, laissez-faire leaders represent a passive leadership style (Yukl, 2010) and lack direct leadership (Chaudhry & Javed, 2012). Thus, this type of leadership style is not conducive to making necessary changes in higher education classroom instruction. However, transformational leadership has been shown to be highly relevant for enacting change (Kezar et al., 2006). Transformational leaders are forward-thinking and possess the most effective type of leadership style to inspire and motivate employees, creating change in successful companies (Begum et al., 2018; Panagopoulous & Dimitriadis, 2009). Leaders with transformational characteristics can be positively associated with innovation for curriculum change and development (Balwant et al., 2017).

To enhance industry readiness for future hospitality professionals, continued instructional development and hospitality leadership-centric research may be needed (Maier, 2011). For students to achieve management positions, they should possess the necessary skills needed for the industry. Among the skills required for industry management positions, leadership has been identified as a necessity for several hospitality operational and management areas (Testa & Sipe,

2012). For students to be prepared for management positions, leadership skills need to be implemented in academic instruction (Jaykumar, 2019). The importance of leadership training and education to develop the workforce is important (Maier, 2011; Min et al., 2016) to fully prepare graduates to become hospitality leaders. Without early integration of leadership in the classroom setting, students may not be fully prepared to enter industry careers.

Due to the early stages of leadership education within hospitality management, research is needed to identify the current state of leadership integration in hospitality instruction. This study focuses on leadership styles that compare with leadership integration in hospitality management education. The leadership styles of hospitality management educators who integrate leadership into their classroom to prepare hospitality management students for the changing industry needs were explored.

Statement of the Problem

The hospitality industry has seen a steady rise in tourism, which gives way to increased revenue and job opportunities (Global and Regional Performance, 2018). Recognizing the importance and necessity of globalization in hospitality and tourism (Jaykumar, 2019), developing leaders is imperative to reflect the competitive nature of the tourism industry (Perman & Mikinac, 2014). Future integration of leadership education from faculty should remain a high priority to better prepare hospitality students for industry careers to build and enhance firm performance (Maier, 2011).

For the past decade, there have been discussions around leadership in the hospitality industry and its imperative to incorporate leadership into hospitality higher education instruction (Brownell, 2010; Hill & Vanhoof, 1997). Today, the prominence of leadership qualities of managers in the hospitality industry cannot be overstated (Zhong et al., 2013)

3

Being a leader for students is one of the most impactful ways an educator can integrate leadership in the classroom (Fink, 2013). Educators often identify their teaching as a form of leadership (Jenkins, 2017) and those who are knowledgeable about leadership can promote positive leadership in their students by modeling prominent leadership characteristics and behavior in their classroom (Guthrie & Jenkins, 2018). Within the classroom setting, educational leadership can promote student leaders through curricular and co-curricular activities, such as utilizing student empowerment to make decisions and guide discussions (Cross, 2002). These tactics for an inclusive classroom environment establish open learning for developing leaders in hopes the students will translate their leadership potential to their working environment (Guthrie & Jenkins, 2018). Students can take leadership knowledge and skills to extend beyond the classroom and promote their leader identity within their hospitality career.

Jaykumar (2019) claims that unlike in the past when technical skills or core technical competencies were demanded by the industry and taught in higher education institutions, adaptive skills or non-technical skills are more in need from current entry-level hospitality management graduates. Hospitality management educators are expected to integrate more leadership content into their classroom instruction to prepare undergraduate students for the ever-changing hospitality industry, which seeks adaptive skills such as leadership (Gursoy & Swanger, 2004, 2005; Zhong et al., 2013). When the hospitality industry is focused on increased customer satisfaction, educational leaders can emphasize leadership skills to coincide with what is needed for graduates to create a high-quality workplace (Brownell, 2010). Some of the identified skills needed for hospitality graduates include effective communication, innovating thinking practices, and problem resolution (Sisson & Adams, 2013).

Several hospitality researchers (Brownwell, 2010; Kalargyrou & Woods, 2009; Min, Swanger, & Gursoy, 2016; Weber et al., 2013) identify that leadership skills are imperative for graduates entering industry professions, but there are prominent indications that teaching leadership in hospitality management programs is lacking (Saunders, 2004; Scheule & Sneed, 2001). Scheule and Sneed (2001) found that possessing leadership skills is important for industry managerial positions but is the skill for which students are least prepared. Further, research studies on industry professionals (Carleton et al., 2018; Clapp-Smith et al., 2019; Deepa & Manisha, 2013; Min et al., 2016; Tesone, 2012) continuously promote leadership as a skill needed for employment.

To move from the gap between industry and academia, educators must review and change instructional content to meet industry demands (Min et al., 2016; Petrillose & Montgomery, 1997; Raybould & Wilkins, 2005; Scott et al., 2008). Continuous classroom instructional development and revision of hospitality management leadership skills may be necessary for developing quality hospitality management graduates to enter the workforce (Gursoy et al., 2012). Faculty members are pertinent to organizational success and are vital in instructional excellence and student success (Sutcher et al., 2018). By addressing the industry imperative for leadership skills and lack of teaching leadership, this research study attempted to identify whether certain leadership styles are associated with the method of leadership instruction by the hospitality management faculty member.

Justification

Leadership training has been identified as one of the most important elements for successful employment in the hospitality industry (Gursoy & Swanger, 2004; 2005). Literature has defined and explained many leadership styles that could address difficult organizational

issues in the hospitality industry, but not all leadership models address challenges of the industry and need for curricular and instructional changes (Maccoby, 2001). Research related to leadership styles in classroom instructional changes in higher education is sparse (Cassie et al., 2007). Although there are trends in higher education to transition hospitality management programs to include leadership (Tesone, 2012), expansive research is needed for leadership integration in the hospitality management classroom. Additionally, research is needed to identify leadership styles with integration of leadership into hospitality course classroom instruction. To determine which leadership style compares with hospitality management leadership integration in classroom instruction, this study surveyed leadership styles of faculty members in hospitality management programs to ascertain what methods of leadership have been integrated in the classroom. The study identifies if faculty leadership styles are compared with hospitality management leadership integration in the classroom.

Purpose

The purpose of this mixed-methods exploratory study was to compare the style of leadership a faculty member possesses with the methods in which they integrate and teach leadership in the classroom. The significance of the leadership style may inform an understanding of how educational leaders influence leadership skills and competency integration in classroom instruction.

Objectives

The specific objectives of this study are to:

1. Identify hospitality management faculty members' leadership style.

2. Determine the amount of student learning outcomes related to leadership integration based on the respective college that contains the hospitality management program.

6

3. Develop a curriculum instruction integration instrument through the use of a focus group.

4. Explore self-perceived methods of leadership integration in hospitality management classroom instruction with hospitality management faculty.

Research Questions

This study addresses the following research questions:

1. How do hospitality management faculty integrate leadership components into their classroom?

2. Is self-reported method of leadership integration within HM courses different based on the educator's leadership style?

3. Why do hospitality management faculty integrate leadership in the classroom?

4. What is your perceived importance of hospitality management faculty integration of leadership in classroom instruction?

Significance of the Study

Previous researchers have contended that hospitality management faculty members need to integrate more leadership concepts into the hospitality courses to coach students for careers in the industry (Gursoy & Swanger, 2004, 2005; Zhong et al., 2013). Among many skills, leadership remains a top skill needed for students entering hospitality managerial and operational careers (Testa & Sipe, 2012). Hospitality students are unique in that they want to work with people, are extroverts (Weber et al., 2015), and have a natural skill set to gather information through active listening, which makes them prime candidates to be productive leaders (Brymer et al., 2006). These characteristics make it possible for higher education to build upon leadership skills to produce ready-prepared industry managers. The focus of this study is to determine

which leadership style compares with more leadership integration in classroom instruction. The importance of leadership integration in classroom instruction is imperative to meet industry recommendations of students entering the workforce who need to possess leadership skills. As industry professionals seek graduates with leadership skills (Min et al., 2016), faculty members are the gateway to provide students with necessary skill development.

Scope of the Study

This study evaluated leadership styles of hospitality management educators in higher education who teach in domestic and international undergraduate and graduate hospitality management programs who are members of the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE). Qualitatively, the scope of the study explores how faculty identify and integrate leadership components into their teaching. The quantitative study uses a validated evaluation instrument, the Multifactor Leadership Questionnaire (MLQ; Bass & Avolio, 2004); which has been widely used to establish leadership styles in various samples. However, research is lacking related to leadership styles in classroom instruction in post-secondary hospitality management education (Cassie et al., 2007). Therefore, a curricular development instrument was developed through a focus group to measure leadership instructional integration.

Definition of Terms

This section provides definitions for important terms that are specific to this study. The study used the following definitions of terms:

Leadership: A process or activity, can be developed (Winston & Patterson, 2006) through stewardship, serving the greater good of individuals and organizations (Davis et al., 1997).

Leadership style: The patterns of behavior, words, and actions of the leader as perceived by others (Hersey & Blanchard, 1988). Leadership styles can be identified through types of leadership, such as transformational, transactional, laissez-faire (Gandolfi & Stone, 2017).

Leadership competencies: Adopted leadership skills and behaviors that contribute to observable personal and organizational performance (Mason & Wetherbee, 2004).

Leadership educator: Individuals in instructional roles who teach or facilitate leadership through active engagement (Harding, 2010; Seemiller & Priest, 2015).

Educational leader: A person holding a position of influence within an educational setting who engages in activity that benefits students, faculty, and the institution (Honig & Louis, 2007; Priest & Jenkins, 2019).

Hospitality leader: A person in a managerial position who works at expanding their cognitive and perceptual skills through acquiring knowledge and experience (West & Tonarelli-Frey, 2008).

Leadership education: A pedagogical approach to facilitating leadership learning and development (Burbank et al., 2015; Priest & Jenkins, 2019).

Transformational leadership: A leadership style that is the process of committed employees who share values and vision of the organization (Bass & Avolio, 1994).

Transactional leadership: A leadership style that is identified as one person directing followers for an exchange of something valued (Burns, 1978; Van Seters & Field, 1990).

Laissez-faire leadership: A leadership style that avoids involvement and denies leadership responsibility (Bass & Avolio, 1991).

Full Range of Leadership: The three phases (transformational, transactional, and laissez-faire leadership) of identifying leadership in a broader capacity (Avolio & Bass, 1991).

Leadership transformation or change: The ability to influence others through vision and drive, accessing resources for positive change (Higgs & Rowland, 2000).

Leadership curricular transformation, change, or integration: The transformational change that both the curriculum content and those faculty members related to the curriculum will address the change needed (Hallinger, 2010).

Chapter 2 - Literature Review

The goal of the literature review is to provide background information on hospitality management education regarding leadership instruction. It will provide a background of leadership styles and theories of leadership based on the continuum defined by Bass and Avolio's (2004) Full Range of Leadership framework while being examined by the Multifactor Leadership Questionnaire. The literature review brings together research regarding different leadership styles and leadership integration in hospitality management instruction.

Leadership

Historical View of Leadership Models

Leadership is a complicated issue with many facets, which were identified as early as the 16th century, and academically studied in the 20th and 21st centuries (Van Seters & Field, 1990). Early knowledge was limited to the focus of leadership in biographies of heroes and villains (Burns, 1978). Burns (2003) then shifted the focus of leadership from historical perspectives of great leaders into interactions of leaders working towards the greater good of organizations. The focus was identified through transactional and transformational leaders through leadership theory.

Throughout the Middle and Renaissance eras and into modern times, Greco-Roman leadership had a confounding influence on development (Bass & Avolio, 1994). What we know about the history of leadership continued through print material (Diaz-Saenz, 2011), such as Greek classics, the Old and New Testaments, and other historical writings (DeMary, 2008). Chinese writers in the fifth century contributed to historical thoughts on leadership through military and business that lasted for centuries (Farris, 1999; Yeo, 2006). Later, Plutarch,

Augustine, Kant, Voltaire, and many other philosophers, politicians, and theologians wrote about topics that have helped frame contemporary concepts of leadership (Burns, 2003).

Historically, literature provided various models of team leadership and mentoring (Wren, 2005). We can trace leadership studies to the modern era with the rise of industrial societies (Diaz-Saenz, 2011). During this time, Van Seters and Field (1990) proposed an evolution of leadership styles through periods in history, which are identified in Table 2.1. Van Seters and Field (1990) identified leadership theory from individual applications, such as actions of leaders, traits, and personality through interactions between the leader and follower relationships. With individual traits like personality, intelligence or age, research states personality is relatively fixed and stable; individuals have typically matured within the first third of an individual's life (Damian et al., 2019; O'Meara, 2019; Sosnowska et al., 2019). From individual leader identity, the shift to leadership then developed through competencies involving organizational culture, transactions, and group processes due to the concern about the importance of identity leadership, and the development of organization visions and missions (Diaz-Saenz, 2011). What began as a one-dimensional view of leadership transitioned to a multi-dimensional leadership environment (Van Seters & Field, 1990).

As countries, such as the United States, moved from agrarian to industrial societies, organizational success was attributed to individual leadership competencies with leadership skills becoming more prominent (Diaz-Saenz, 2011). Business owners recognized a need for managers who could lead effective production during these industrial changes (Wren, 2005). Political figures in charge of the industrial revolution focused on the importance of planning and organizational skills needed for an organization to be successful (Association of Executive Search and Leadership Consultants, 2019). As the post-industrial leadership wave emerged,

Table 2.1 Leadership Eras

Name of era	Traits of era	Characteristics of era
Personality Era	An era where "great" personality defined a leader.	Later being divided into the Great Man Period and Trait Period (King, 1990).
Influence Era	Identifies characteristics between individuals; addresses power and influence.	Understanding leadership by focusing on the relationship of individuals (King, 1990; Van Seters & Field, 1990).
Behavior Era	Focuses on what leaders do, as opposed to their traits or characteristics.	Initiating structure and consideration – what leaders do, behavior of leaders (Burmeister, 2003)
Situation Era	Advanced beyond leader and subordinate relationship, by considering the task, the social status of leader/subordinate, and the external environment.	The exercise of leadership (Bass, 1981)
Contingency Era	Leadership was contingent/dependent on factors of personality, behavior, influence or situation and inter-related. It was not unilateral.	"Effective leadership was dependent on one or more of the factors of behavior, personality, influence, and situation" (Van Seters & Field, 1990, p. 35).
Transactional Era	Discussed leadership in the light of role differentiation and social interaction.	"Leadership resided not only in the person or the situation but also, and perhaps rather more, in role differentiation and social interaction" (Van Seters and Field, 1990, p. 35).
Anti-Leadership	Due to no leadership theory being proven until this time, leadership is only a perceptual phenomenon.	Non-existent leadership; leaders who explain nothing at all (King, 1990).
Culture Era	Established that leadership is not a phenomenon of an individual or small group, but a reflection of the culture of the organization.	People will lead themselves if a leader builds a strong culture within an organization (King, 1990).
Transformational Era	Leadership promotes enthusiastic commitment, rather than obedience/compliance. Leaders must be proactive, radical, innovative, creative, and open to new ideas.	"The latest and more promising phase in the evolutionary development of leadership theory" (Van Seters & Field, 1990, p. 37). This era placed high emphasis on executive leadership in which subordinates can execute leadership.
Service Economy Era	Importance placed on interpersonal communication	Emphasis on the importance of customer service and conflict resolution skills (Miller, 2009).

Table 2.1 Continued Leadership Eras

Knowledge Economy Era	Importance placed on individual and organizational collaboration	Predominant emphasis on collaborations and leadership and knowledge-based leadership (Miller, 2009).

many theorists merged the discussions of management and leadership in the twentieth century (Wren, 2005). The shift from an industrial to post-industrial paradigm began when it was necessary to understand the culture and practice of corporate learning capacity, eliminating the individual leader and focusing more on complete organizational leadership (Uhl-Bien et al., 2007).

Dissecting leadership and leadership theory are no small feat. With the vast amount of research and information about leadership, it is important to recognize that much of the interpretation of leadership is shaped by an individual's assumptions or driven by belief. Further, it is often contemplated that individual leadership style evolves over time. Most leaders will pursue one leadership style, but organizational psychology research identifies individuals inherently give, receive, and respond to information differently (Zigarmi, 2018). In Dugan's (2017) book "Leadership Theory: Cultivating critical perspectives," we are reminded that:

> Given leadership is a socially constructed phenomenon, society naturally plays an enormous role in how it is framed. That framing, however, is through the lens of dominant stocks of knowledge, ideology/hegemony, and social location. Without intervention and the application of critical perspectives, leadership theory inherently reflects a "story most often told." We have the power and agency to disrupt this but doing so requires critical learning. (p. 327)

Leadership Theory

Early in leadership theory development, transactional leadership emerged as one of the foremost styles of leadership. According to Van Seters and Field (1990), transactional leadership occurs when managers need something, a task, and provide employees incentives to complete the task. The transactional leader sets distinct goals and skillfully understands the needs of employees, selecting motivating rewards for completion of tasks (Bass, 2008). A transactional leader's aim is to not change the future, but rather try to keep things the same (Bass, 1990). Transactional leaders pay attention to subordinates or followers, to locate faults in order to promote changes within the follower (Avolio et al., 1999).

Later, transformational leadership emerged alongside transactional leadership (Van Seters & Field, 1990). Transformational leadership is defined as the process of establishing a shared vision amongst all employees for the greater good of the organization (Bass & Avolio, 1994). Bass and Avolio (1990) recommended that transformational leadership has four components:

1. Idealized influence. Having a clear vision and sense of purpose, so leaders can trust followers. Followers put forth additional efforts towards the goal of the organization when leaders show by doing.

2. Individual consideration. This component means leaders see the potential of individual followers by coaching and giving constructive feedback.

3. Intellectual stimulation. Leaders must actively seek new ideas and new ways of doing things.

4. Inspiration. Leaders must motivate people, generate enthusiasm, set an example, and help when needed.

From transactional to transformational leadership, several characteristics have emerged from those who differentiate themselves from transactional leaders and into a transformational leadership role. According to Tichy and Devanna (1986), transformational leaders (1) clearly see themselves as change agents, (2) demonstrate courage, (3) believe in people, (4) draw inspiration from a strong set of values, (4) pursue life-long learning, (5) can cope with complexity, uncertainty, and ambiguity, and (6) show themselves to be visionaries. Both transactional and transformational leaders can be developed succinctly and produce an effective leader. Figure 2.1 from Bass and Avolio (1997) shows an augmentation model of transactional and transformational leadership acting together. This model explains the interaction between transactional and transformational leadership practice. Once transactional leadership behaviors in followers have been achieved, they are augmented by transformational behaviors. These transformational leadership behaviors lead to increased motivation and performance.

Figure 2.1. Augmentation Model of Transactional and Transformational Leadership
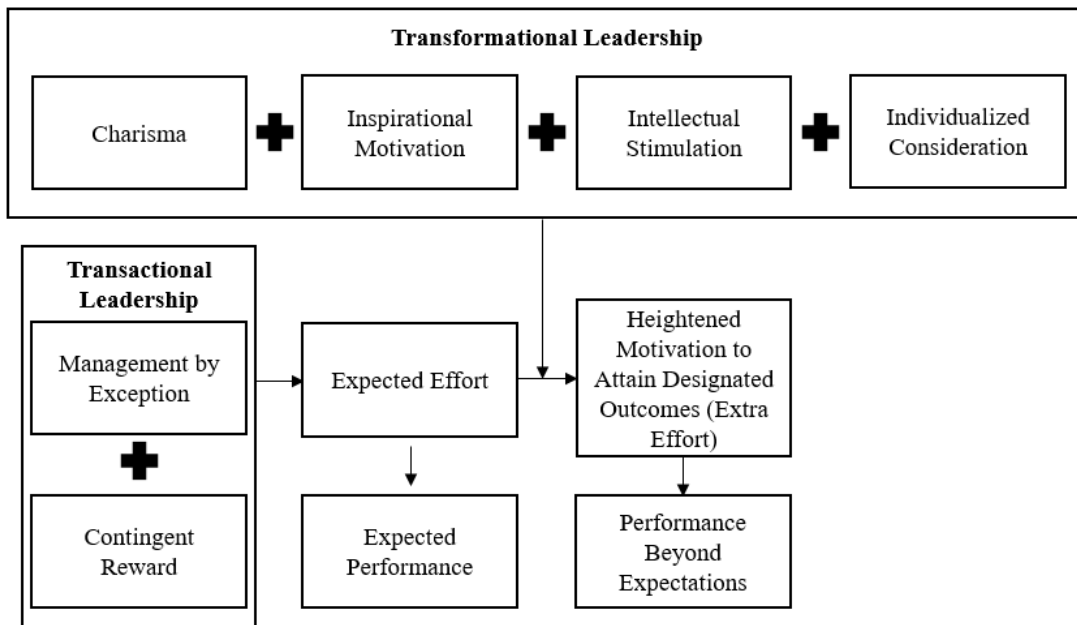
Note. Bass, B., & Avolio, B. (1997). *Manual for the Multifactor Leadership Questionnaire*.
   Menlo Park, California: Mind Gardens.

As new research emerges, previous eras of leadership theory have been scrutinized and eventually dissolved. However, transformational leadership blends aspects of previous eras and have yet to dissolve (Van Seters & Field, 1990). From the dissolution of previous theories, leadership theory was chosen for this study as it blends aspects of the foremost leadership styles still prominent today. Throughout the historical eras of leadership, three phases have focused on identifying leadership in the broader capacity. Within these three phases of leadership, identified in Figure 2.2, Bass and Avolio (1991) introduced the Full Range Leadership Model that distinguishes these styles as transactional, transformational, and laissez-faire. Each unique style of leadership can be identified on a continuum based on engagement towards their team.

The lowest level of the model includes an avoidant leadership style called laissez-faire. Opposite of transactional leadership, laissez-faire leadership is often taking no action at all (Bass & Riggio, 2006). The laissez-faire style of leadership is often absent of leadership. This inactive style is the most ineffective according to almost all research on the style (Bass & Riggio, 2006).

The next level of the model identifies transactional leadership, where the leader constructively transacts with people to clarify expectations and offer recognition (Burns, 1978). In the basic form of this leadership style, people want to get something done in the most effective way possible with the leader providing a reward to the follower for performing valuable work (Bass, 1990). Task accomplishment is the focus of leaders in this area, rather than developing a leader (McCleskey, 2014).

The next four levels of the model are transformational leaders. The four leadership styles within this level have been labeled as individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. The leaders in this level of the model develop

17

change for the better, change followers into leaders, provide new directions for organizations, and inspire people with high moral and creative visions for success (Bass, 1985).

Figure 2.2. The Full Range of Leadership Model
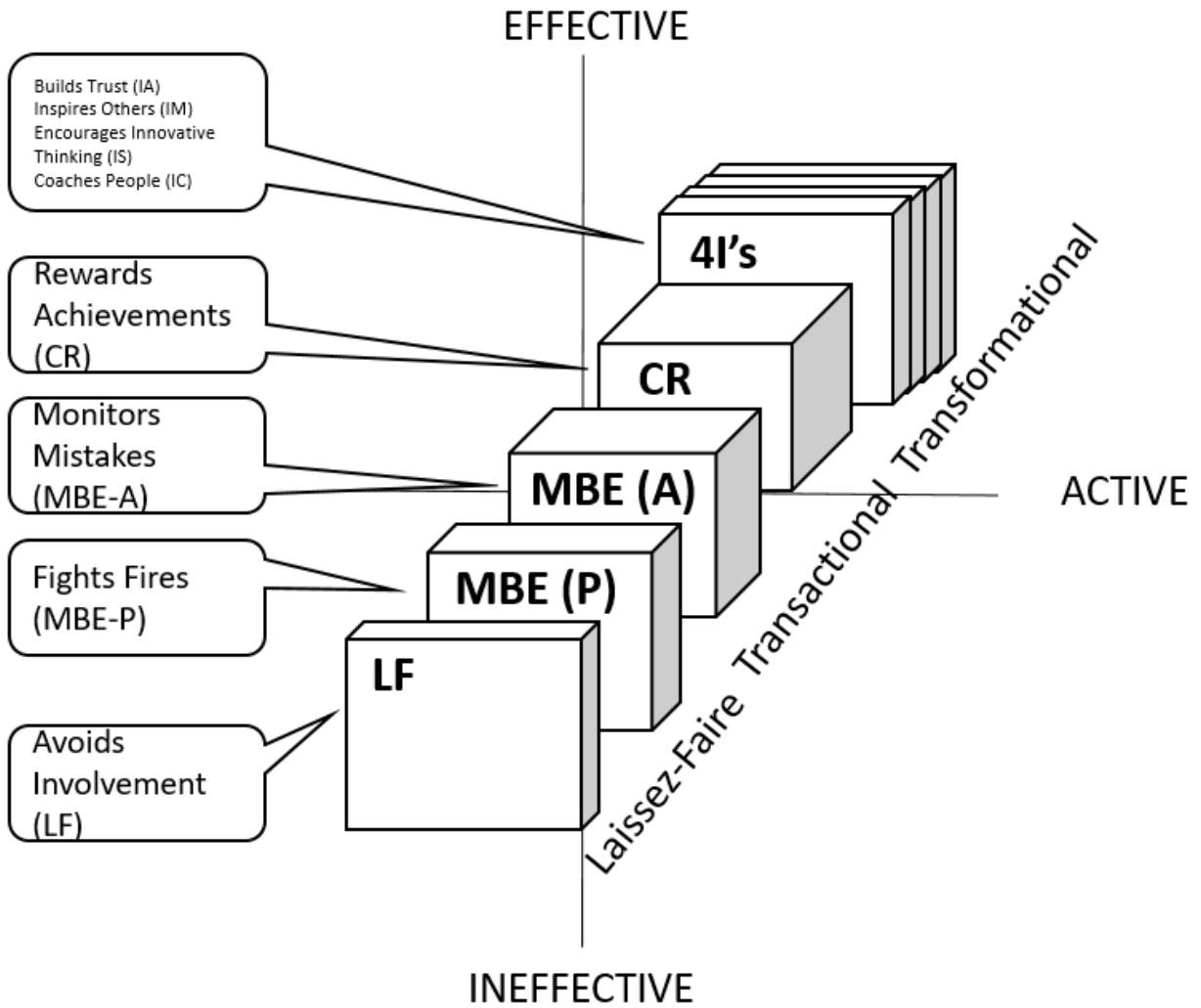
Note. Adapted from Bass, B. M., & Avolio, B. (2004). *Multifactor Leadership Questionnaire.* Menlo Park, CA: Mind Garden.

After decades of research involving broader leadership capacity, transformational leadership theory has triumphed as the foremost standard in leadership research and teaching, making it a prime theory for this study. As this leadership style is highly conducive for change, transformational leadership theory is beginning to find its way into education research and teaching practices as being ideal for school leadership (Berkovich, 2016). Therefore, transactional, transformational, and laissez-faire leadership styles as contemporary leadership styles were identified as conducive for this research study on leadership style in classroom instruction.

Contemporary Leadership Perspectives

From the past 200 years, researchers have identified a vast amount of information on management, and an increasing pool of knowledge about contemporary leadership (Diaz-Saenz, 2011). Effective leadership has often been observed and not always understood but has increased awareness in current times of rapid change and organizational complexity (Van Seters & Field, 1990). Scholars recognized this change in leadership in the later 20th century and began to hypothesize a paradigm shift was necessary for an updated functional model of organizational leadership (Harrison, 1999). In this complex world, there are multiple philosophies of leadership populating in the contemporary organizational environment. Along with organizational leadership, Amey (2006) states that the challenges of leadership in higher education seem daunting in times of complicated organizational situations.

Practical leadership theory must include application to interactions, organization levels, and motivation that stems from multiple positions (Van Seters & Field, 1990). The researchers further proposed the next leadership era to be one that supports the integration of many factors and various participants. Van Seters and Field (1990) advocated for a new understanding of a

leader as one who compels others to action, cultivates leadership in followers, and transforms the members of organizations into change agents.

Transformational Leadership

Burns (1978) put into use the theory of transformational leadership as representative of two leadership styles: transformational and transactional leadership. Burns (1978) claims transformational leaders need the compliance of followers by shifting the thought process of the follower to think they are valuable. Transforming leadership requires work from the follower to want to change into a leader (Burns, 1978), moving beyond the interest of themselves, but rather adapting to the interest of the organization (Bass, 2008). Adapted from Burn's (1978) model of leadership and based on practical evidence, Bass (1985) modified the original transformational leadership construct and extended the component of transformational leadership.

Beginning in the 1980s, transformational leadership began through research in management (Yukl, 2010) and then developed into research on effectiveness in international projects with dynamic work environments (Gundersen et al., 2012). Transformational leadership has been touted as "the single most studied and debated idea with the field of leadership" (Diaz-Saenz, 2011, p. 299). Topics on transformational leadership have varied throughout the years and can relate to a workplace environment, turnover intention, personality, and cross-cultural leadership (Kirkman et al., 2009).

Bass's (1985) transformational leadership perspective differed from Burns (1978). Bass contended that transformational leadership did not have to benefit society to be transformative. Rather, Bass placed importance on the realistic changes in followers, whether positive or negative. Both Burns (1978) and Bass (1985) had similar perspectives on three transformational leadership models to achieve change: raising the follower's valuation and awareness of change,

persuading followers to push beyond their self-efficacy, and expanding the followers' plethora of desires (Bass, 1985).

Transformational leadership is the most effective type of leadership style as compared to other leadership styles (Begum et al., 2018; Panagopoulous & Dimitriadis, 2009) and this type of leadership is a better employee motivator than other leadership styles (Kirkman et al., 2009). Gaspar (2010) has spent significant time conducting research with transformational leadership in secondary and postsecondary institutions while Bass et al. (1992; as cited in Kuo, 2004) researched university leaders and found that educators had better job performance and satisfaction when they were dealt with peers identifying with transformational leadership style. A meta-analysis of more than 1,500 sources by Judge and Piccolo (2004) found that those who followed transformational leaders had significantly higher rates of motivation, performance, and job satisfaction than those who worked with transactional or laissez-faire leaders.

Transformational leadership is critical for advanced behavior within organizations (Bass, 1985; Eisenbeiss & Boerner, 2010; Eisenbeiss et al., 2008; Jung et al., 2003; Sanders & Shipton, 2012). Eisenbeiss and Boerner (2010) suggested that employees enhance innovation in the workplace when transformational leadership is high. They stated that at low levels, people may view their leader as absent, but they have greater intellectual freedom to be innovative; at high levels, innovation occurs with support and vision from the leader, which are common attributes of transformative leaders. They also revealed evidence of a relationship between transformational leadership and innovative behavior. The emergence of four components combine to make leaders transformational figures. As examined by the MLQ, the transformational leadership style measures these four components.

Idealized Influence

Idealized influence allows transformational leaders to be role models for others (Bass & Riggio, 2006) and can be described as promoting confidence and inspiration to followers (Hughes, 2005). Further, leaders who display idealized influence leadership behaviors are more likely to forgive followers for workplace unfairness (Zdaniuk & Bobocel, 2015). Idealized influence is also attributed to having charisma.

Inspirational Motivation

Inspirational motivation is the ability of transformational leaders to inspire followers to want change by challenging their work (Bass & Riggio, 2006). Followers are pushed towards achieving goals that may be beyond their reach and encourages followers to show excellence (Hughes, 2005). In turn, leaders who promote inspirational motivation can be directly related to employee performance (Ngaithe et al., 2016).

Intellectual Stimulation

Intellectual stimulation allows followers to challenge and question assumptions by considering innovative ideas to problems (Hughes, 2005). Better performance is displayed when leaders encourage employees to think critically about tasks and dealing with problems (Ogola et al., 2017). Within this component, followers are not critiqued for mistakes by their leader, but rather, celebrated for finding new solutions (Bass & Riggio, 2006).

Individualized Consideration

Individualized considerations are provided by transformational leaders "to each individual follower's needs for achievement and growth by acting as a coach or mentor" (Bass & Riggio, 2006, p. 7). It allows followers to struggle but put forth the effort for excellence by seeking out challenges, all while the leader pays close attention to the follower for their growth

and development (Hughes, 2005). Once the follower puts forth effort in the task, job satisfaction ensues (Kwon et al., 2019).

Transactional Leadership

Burns (1978) identified that transactional leadership occurs when one person takes the initiative in contacting others for the purpose of an exchange of something valued. In these transactions between leaders and followers, leaders accomplish performance outcomes and objectives, complete tasks, and motivate followers through directing the behavior of followers toward the achievement of goals, while focusing on improving organizational efficiency (McCleskey, 2014). However, transactional leadership does not result in high trust and motivation needed to achieve full potential of employees or followers in the workplace (Avolio, Bass, & Jung, 1999).

Transactional leadership identifies with common themes such as an exchange or bargain, and individual self-interest (Sethibe & Steyn, 2015). This style of leadership focuses on rewards for employee's effort through trades with the leader. In a study performed by Bass (1990), organizations whose leaders are transactional are less effective than a transformational leader, due to the passive management-by-exception. This means that managers may only step in when standards are not being met. Bass (1990) also identifies that the leader-follower transaction is dependent on rewards for reasonable work, if the leader can provide a reward that would be valuable to the follower. These actions could be performed by the follower to avoid organizational reprimand.

Prior to the transformational leadership theory development, leadership researchers identified transactional leadership to be contingent on the foundation of effective organizational leadership (Bass et al., 2003). Through structure, the transactional leader focuses on the

follower's roles and bases the leader-follower relationship on the employee effort (Keller, 2006). Followers, in turn, focus their attention on the leader's requests in exchange for a reward (Bass et al., 2003). The rewards given to the follower through the leader are done by clarifying expectations and providing recognition for task completion (Bass, 1990).

For transactional leadership to be effective, multiple components must be present. These components are identified by contingent reward and management by exception (Judge & Piccolo, 2004).

Contingent Reward

Avolio et al. (1999) concluded that in contingent reward leadership, followers know what they must do and what rewards to anticipate if they meet expectations. The contingent reward is transactional and most often material, such as a pay bonus or additional time off (Breevaart et al., 2013). For the leader-follower relationship to be effective, clear expectations and goals must be established (Bass & Riggio, 2006).

Management by Exception

Management by exception is taking an active role because the leader anticipates mistakes by followers (Breevaart et al., 2013). This leadership style needs corrective action to take place for certain circumstances (Avolio & Bass, 2004). This is referred to as active management by exception. On the opposite spectrum, passive management by exception is confronting followers about the mistakes and outwardly showing disapproval about their mistakes (Breevaart et al., 2013). Management by passive exception most likely occurs when leaders possess control (Bass & Riggio, 2006). Whether active or passive management by exception, this type of leadership is generally ineffective (Avolio & Bass, 2004).

Laissez-Faire Leadership

The avoidant leadership style is known as laissez-faire. Laissez-faire leadership could be passive management by exception, but researchers have concluded that laissez-faire leadership is identified as a separate style because of its distinct lack of any leadership (Avolio, 1999; Bass & Steidlmeier, 1999). Laissez-faire leadership is a distinct leadership style and represents an absent leadership style that abandons responsibilities (Robbins et al., 2007; Yukl, 2010). Leaders who possess this style do not adhere to outcomes, avoid confrontation, and do not follow-up on productivity issues (Bass & Riggio, 2006). Some would refer to this type of leadership style as a non-leader. Leaders who possess a laissez-faire leadership style often are hesitant and avoid making decisions and are not present when needed (Judge & Piccolo, 2004).

Due to the lack of direct leadership, laissez-faire leaders allow followers to do their own work, and do not get involved in employee engagement, and avoid feedback all together (Chaudhry & Javed, 2012). This lack of leader motivation often causes delays in responses to critical business decisions and ignorance of responsibilities (Bass & Riggio, 2006). Based on Judge and Piccolo's (2004) leadership criteria, a negative correlation was portrayed between this inactive form of leadership while considering employee's performance, motivation, job satisfaction, and job contentment.

Full Range of Leadership

Burns (1978) developed an assumption that leaders can either be transformational or transactional. Based on Burns' (1978) work on leadership, Bass and Avolio (1994) developed the full-range leadership model. This model has grown to be one of the most widely used theories in scholarly work on followers' perception of leadership (Salter et al., 2014).

Transformational, transactional, and laissez-faire leadership styles have been identified on the continuum of the full range of leadership and can be examined by the Multifactor Leadership Questionnaire (MLQ; Bass & Avolio, 2004). From the basis of leadership theory, the MLQ was developed from transformational leadership theory and used as the main instrument for this study. The MLQ examines the four components to transformational leadership, (1) idealized influence, (2) inspirational motivation, (3) individualized consideration, and (4) intellectual stimulation, the two components of transactional leadership, and the laissez-faire leadership style (Bass & Riggio, 2006). It is recognized that all leadership styles are displayed in every leader and that an optimal leader displays more transformational components (Bass & Riggio, 2006). Research identifies a universal appeal to transformational leadership as this style has been described as an ideal leadership style (Hansbrough & Schyns, 2018).

The MLQ instrument was originally developed in 1990, but a revised version of the MLQ was developed due to critiques of the original version (Bass & Avolio, 1993). Critiques included lack of clarity in item wording, lack of validity with certain leadership factors, and the incorporation of behaviors in the same scale. Later, the MLQ (Form 5X) was developed by Avolio and Bass (2004) to further adapt and address concerns with earlier versions of the instrument (Bass & Avolio, 1993; Hunt, 1991; Yuld, 1994). Increased validity and reliability of the later version of the MLQ makes this instrument one of the most widely used instruments to measure the multifactor leadership theory in organizational and social sciences (Kanste et al., 2007). Therefore, the main instrument in this study utilizes the MLQ Form 5X.

Postsecondary Leadership Education

History of Postsecondary Leadership Education

Leadership as an academic field has only been developed in the past 20 years (Guthrie & Jenkins, 2018). As leadership studies came to fruition, professional leadership educators were developed (Komives, 2011). Once leadership studies programs were established, higher educational institutions began offering leadership-focused courses in the 1980s (Guthrie & Jenkins, 2018). Throughout this time and into the 1990s, several degree-granting leadership programs emerged with the help of the Kellogg, Ford, and Carnegie Foundations, which funded comprehensive research into the development of leadership-based programs in higher education (Zimmerman-Oster & Burkhardt, 1999). More than 2,000 leadership studies programs exist today (Leadership Education Program Directory, 2018). Many researchers claim that leadership studies can adequately prepare students for a plethora of industry professions (Doh, 2003; Wren et al., 2009; Zimmerman-Oster & Burkhardt, 1999).

Where is Leadership Taught?

In the last decade, leadership programs have been upcoming in higher education across the country, but when they first developed over 20 years ago, they were not prevalent (Greenwald, 2010). While leadership studies are emerging and making a place in higher education, there are many programs and departments not related to leadership education that can develop student leaders. Adapting to changing design of classroom instruction, leadership can be developed through many university-wide programs. Design and development of leadership competency models have been established as part of curricula in medicine, nursing, and public health (Cuff, 2013). Business schools have also tapped into leadership by incorporating

leadership training into their programs, while other business schools have created full business-leadership programs (Greenwald, 2010).

A plethora of other programs in higher education have established leadership curricula such as engineering leadership certificate programs from Cornell, Massachusetts Institute of Technology, and the University of Notre Dame, and social and human science programs from Loyola University to Michigan State University. With many adaptations to leadership across campuses, hospitality management is no exception. Closely aligned with business and management, hospitality leadership programs offer students a balance in leadership and business courses for a well-rounded undergraduate career and can be found within the programs at DePaul University, University of South Florida, and others.

What Does Leadership Education Look Like in Higher Education?

Leadership means different things to different people, and almost all mission statements among institutes of higher education focus on developing student leaders and leadership competencies (Lebron et al., 2017). Collectively, there are some degrees of leadership characteristics that academics can understand, for example, educational leaders are there to act as role models, helping students develop their own leadership identity (Cuff, 2013). In a study conducted by Cuff (2013), international academic leaders were asked to identify practices that leaders bring to current leadership curricula. Identified practices included (1) co-creating a shared vision with communities as opposed to selling a vision that comes from a charismatic leader; (2) using group process to draw on diverse and multiple perspectives, actively listening to those diverse opinions as formal leaders while suspending their own assumptions and beliefs; (3) engaging in ongoing self-awareness and self-reflection; and (4) dismantling traditional silos in order to connect groups that have not been connected before. With these characteristics of

leadership and how faculty members integrate leadership into their classroom, instruction can range across all types of academic programs, from brain science to technology.

Courses with leadership programs were captured through a study conducted by Guthrie et al. (2018), who found that of 1,558 academic programs in the United States, 1,174 provided leadership course offerings within their programs. Universities in 49 states in the U.S. offer leadership programs and most have a combination of experiential and theory-based course offerings (Guthrie et al., 2018). Leadership in academia is broadened through various components of higher education including how leadership is taught in classroom instruction.

Leadership education can be identified on a vast spectrum based on the subject one teaches. Educators can expand classroom instruction to include formal leadership education, such as textbook and readings on leadership theories and practices or utilize co-curricular learning, such as service learning or internships (Guthrie et al., 2018). Another form of leadership education can be modeling leader behavior in a classroom setting for students to initiate and develop their own leader identity through critical though processes (Guthrie & Jenkins, 2018).

How is Leadership Taught?

Leadership education does not hold a consistent theme in the form of pedagogy, curriculum, and assessment (Mitchell, 1998), but is changing to provide more consistent integration across many educational platforms (International Leadership Association, 2009). However, teaching leadership can be approached through various methods of curricular and co-curricular instruction, such as lectures, discussion on leadership theories, case studies, and role-playing to practice leadership skills (Knode & Knode, 2011). If educators are not formally trained in teaching leadership, efforts to create leadership educators might include developing

creative and effective ways to teach curricular and co-curricular activities, model leader behavior to students, and foster a classroom environment that promotes transformative change (Cuff, 2013). Proactive individuals can train themselves or be trained through professional development on how to teach leadership (Tesone, 2012) and promote individual leader identity in the classroom setting. No matter the mode in which an educator teaches, leadership can be integrated to promote individual leader identity.

This transformative change in the classroom can be enriched if the faculty view themselves as role models for students (Creswell et al., 1990). Commitment from faculty to better their students and department is key to providing an authentic leadership model (Astin & Astin, 2000). For an authentic leader to be transformative in the teaching process, a shared purpose must be present (Astin & Astin, 2000).

To create a shared purpose, educators and students must bring their innate leadership skills, such as self-knowledge and empathy to the classroom (Astin & Astin, 2000). To add to the student's self-knowledge, educators must be innovative, develop and disseminate new ideas to further their understanding of what makes a good leader, and understand what effective leadership skills are necessary for industry (Anyangwe, 2012). But this development into a leader does not easily occur. In a study conducted by Hunzicker (2012), she explored how teachers learn to exercise classroom leadership and found that professional development designed to improve teaching practices is not enough to develop leadership skills among faculty members. She further states that practice and development to build leadership skills, paired with collaboration from colleagues, over time, can support leadership growth. As Collins (2014) states, establishing a prominent leadership identity is vital to the success of any faculty member.

Postsecondary Leadership in Hospitality Management Education

Given the size of the hospitality industry, the importance of training and education should not be dismissed (Sheehan et al., 2018; Shum, et al., 2018). With the rise in hospitality industry standards to provide the best customer service, how do hospitality educators shift from theory or text-based learning to experiential and leadership-focused education? Padron and Stone (2019), noted in many hospitality management courses teach skills through experiential learning, while Shum et al. (2018) stresses team-based experience, such as leadership challenges. This research proposes that leadership skills should also be integrated into hospitality management courses. It is imperative that faculty within hospitality programs in higher education assume a greater role in developing leadership within classroom instruction, reshaping the current education standards for hospitality undergraduate students (Sheehan et al., 2018; Shum et al., 2018). In recent work from Shum et al. (2018), it was found that director-level industry managers are looking for potential employees to "model hospitality and service excellence." This implies that hospitality educators should look inwardly to adapt curriculum to teach more leadership competencies, producing necessary service excellence (Shum et al., 2018).

By integrating leadership skills, such as effective communication, in the course and course objectives, this provides students with additional competency benefits and enhances the overall validity of the course (Padron & Stone, 2019). In their study, Padron and Stone (2019) surveyed students after completing an event management course, which included experiential learning activities where they developed and produced instructor-led events. The researchers concluded students learned many leadership skills, including leadership and that communication is the most important leadership skill required for an event management career. This study can be extended to include all hospitality management courses as industry trends want to view

leadership skills in the hospitality program alumni they employ. Through the use of classroom experiential learning, students can easily develop and promote leadership skills (Padron & Stone, 2019) and through these activities, students gain opportunities to enhance leadership skills along with many other adaptive skills, such as innovation, problem resolution, and effective communication (Kim & Jeong, 2018). Lee (2013) adds that although there is not a core standard of hospitality courses offered, programs should consider offering additional courses related to leadership. With employment of leaders, industry organizations need to nurture the presence of transformational leaders by hiring them to produce quality results (Chen & Wu, 2017; Mostafa, 2019; Patiar & Wang, 2016).

Hospitality Management Education

History of Hospitality Management Education

Hospitality higher education has developed greatly since its inception. Starting in a non-commercial setting, hospitality education in its early stages was initially founded to move educationally proficient graduates to industry positions (Airey, 2005; Lashley, 2000). The main idea for obtaining an education in hospitality was to enter the workforce in foodservice or other technical aspects of the industry as the curriculum was predominantly vocational (Wood, 2013). From the current century, tourism and hospitality education have adapted from vocational to professional education to meet employment and occupational needs (Airey & Tribe 2000; Brotherton & Wood, 2000; Lashley, 2000).

Hospitality programs are diverse and robust in their approach to education and the history of hospitality education has developed in some countries far more quickly than others (Oskam et al., 2017). Airey and Tribe (2000) noted that higher educational institutions that offer hospitality or hospitality business programs began with the industry-inspired model, but later transformed

into their own perspective. This type of education is found primarily in the United States and the United Kingdom.

The evolution of program curricula has adapted over time, especially after the 1980s (Weber et al., 2013), when it adapted to follow industry needs. Still today, faculty in U.S.-based hospitality programs are increasingly concerned with determining what a quality program is and are on the ever-changing quest to meet industry standards. Gruman et al. (2009) indicated that although faculty have reformed their programs by focusing on managerial experiences, the fact that students seek employment in the industry prior to degree completion is common among hospitality students, but the full educational value is achieved in completing the degree. Educational systems often shift from theoretically based curriculum design to practical education options to meet industry needs, but Oskam et al. (2017) identified theoretical approaches to education are further encouraged by faculty members who participate in service and academic research. Faculty members are pessimistic about adopting practical or experiential training as learning facilities or labs can be expensive and there is often a decline of funding or withdrawal of investment for hospitality management programs (Alexander, 2007; Alexander et al., 2009; Lugosi & Jameson, 2017).

Leadership Needed for the Hospitality Industry

Hospitality researchers have identified that leadership characteristics are essential (Cheung et al., 2018) and much of the literature has emphasized the importance of effective leadership in hospitality businesses (Estiri et al., 2018). These leadership characteristics should be portrayed within higher education to produce quality students who possess the leadership capacity for industry.

Fang and Ong (2018) made a compelling case that because industry professionals seek graduates with technical and adaptive skills, such as communication and problem resolution, hospitality educators should nurture these skills to allow students to prosper post-graduation. Alexakis and Jiang (2019) state with more than 200 undergraduate hospitality and tourism management degree programs in the United States, educators should continuously look to design and redesign program curriculum to better prepare graduates to enter into a successful industry career. Faculty, students, and industry professionals should attempt to work together to meet ever-changing industry requirements. Bringing together industry and academia means strong efforts need to be made to integrate and develop hospitality leadership education and development (Sharma & Sharma, 2019).

Leadership for Industry Imperative Impact on Higher Education

To enhance industry readiness for future hospitality professionals, continued curriculum development and hospitality leadership-centric research will likely occur (Maier, 2011). Most hospitality students are not attending a university only to learn, but also to become a better-rounded professional for the workforce. Among industry management positions, leadership and interpersonal skills have been recognized as crucial to being successful (Kay & Russette, 2000). Hospitality industry employees and owners strive for effective leaders to interact with customers and employees alike (Butler et al., 2014). These leadership competencies and expectations of the industry still prompt discussions among hospitality educators and research about course curriculum (Hsu, 2017; Hsu et al., 2017; Min et al., 2016). Curriculum discussions should focus on imperative changes to meet industry expectations.

In a study conducted by Williams et al. (2018), tenured and tenure-track hospitality faculty were asked in qualitative interviews about the necessity of adaptive skills needed from

student graduates. Responses indicated that high levels of leadership skills are needed to be successful upon entry in the workforce. Due to industry pressure to possess adaptive skills, Maier (2011) claims that leadership and the development of leaders is at the beginning stages of integration in the hospitality curriculum and should be of high priority and focus. Moreover, Maier states that within the educational institution, a large focus on leadership dimensions, coupled with industry needs, could be invaluable to industry managers. Bringing together industry and academia to better suit customers comes with providing graduates the best opportunity to learn leadership competency skills. Numerous studies, both past (e.g., Christou, 2002; Gray et al., 2007; Kay & Russette, 2000; Okeiyi et al., 1994; Sigala & Christou, 2003; Tas, 1988; Tas et al., 1996; Tesone & Ricci, 2006) and within the past 10 years (e.g., Cheung et al., 2010; Huang et al., 2016; Lolli, 2013; Nachmias et al., 2017; Sisson & Adams, 2013; Weber et al., 2013; Wolfe et al., 2014), have identified vital skills to possess in management positions (Table 2.2) to be successful in industry. Maier (2011) identifies the more integration of applied academic research into industry practices increases: (1) likelihood of improved job placement for future student graduates, (2) improved access for researchers to relevant data, (3) potential industry funding sources, and (4) the contemporary evolution of hospitality curriculum.

Table 2.2. Leadership Skills of Hospitality Managers

	Innovation	Vision
Adaptive skills	Values	Inspiration
	Communication	Problem resolution
	Computer technology	Bookkeeping
Technical skills	Financial analysis	Conducting performance evaluation

To fully prepare hospitality students, academic research on the topic of leadership should be aligned with industry leaders to increase leadership capabilities (Maier, 2011). Hospitality students are unique in that they want to work with people, are extroverts (Weber et al., 2015), and have a natural skill set to gather information through active listening, which makes them prime candidates to be productive leaders (Brymer et al., 2006). These characteristics make it possible for higher education to build upon leadership skills to produce ready-prepared industry managers.

Summary

Emerging hospitality leaders have identified that hospitality leadership characteristics are essential (Cheung et al., 2018) and much of the literature has stressed the importance of effective leadership in hospitality businesses (Estiri et al., 2018). Bringing together industry and academia can provide a positive outlook for successful hospitality programs, but integration of hospitality industry leaders and educators must develop a strong bond for the relationship to work (Sharma & Sharma, 2019). Maier (2011) states that within the educational institution, focusing on leadership skills is highly relevant to industry and produces quality industry leaders.

Literature about leadership styles is prevalent regarding many organizational settings, as well as support for the Full Range of Leadership model. Research is lacking in the literature regarding hospitality management educational leadership. A gap in empirical data was highlighted in the literature review on leadership styles of hospitality management faculty members and classroom instructional change, more specifically, leadership integration.

Chapter 3 - Methods

The purpose of this mixed-methods exploratory study was to compare the style of leadership a faculty member possesses with the methods in which they integrate and teach leadership in the classroom. Specific research questions included:

1. How do hospitality management faculty integrate leadership components into their classroom?

2. Is self-reported method of leadership integration within HM courses different based on the educator's leadership style?

3. Why do hospitality management faculty integrate leadership in the classroom?

4. What is your perceived importance of hospitality management faculty integration of leadership in classroom instruction?

The following sections discuss the description of the population and sample, instrument development, data collection, and data analysis. A mixed methods design, consisting of three phases were utilized in this study. Due to lack of curriculum integration instruments from previous literature, a mixed methods approach was utilized to constructively develop an appropriate curriculum integration instrument used in phase three of the study. The integration of a mixed-methods approach is explained in Table 3.1.

Population and Sample

Qualitative Study

The target population consisted of domestic and international hospitality management educators whose program identifies leadership outcomes and competencies. A volunteer sample of 17 participants were selected from the researcher's personal network through email. The

researcher remained mindful of participant geographic location and location of the hospitality

management program within the educational institution.

Table 3.1. Mix-Methods Approach to Research Study

Phase of Study	Procedure
Phase I Qualitative Instrument Protocol Development and Analysis	Step 1: Specifying the initial item list from related instruments Step 2: IRB approval Step 3: Preliminary review of focus group questionnaire Step 4: Revise focus group questions from preliminary review results Step 5: Recruiting focus group participants Step 6: Administration of focus group Step 7: Coding and theme analysis
Phase II Connecting Qualitative and Quantitative Studies	Step 1: Adapt quantitative instrument to reflect qualitative results Step 2: IRB approval Step 3: Pilot study Step 4: Revise quantitative instrument from pilot study results
Phase III Quantitative Data Collection and Analysis	Step 1: Administration of revised instrument Step 2: Descriptive statistics, analysis of variance

Quantitative Study

The target population included faculty who are affiliated with a hospitality program

through the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE)

membership database. Because there are only 916 faculty members who belong to ICHRIE, the

entire population was sampled. Industry ICHRIE members were identified and screened out

using a screening question at the start of the survey that asked if they work in industry or

academia. If the participant responded as only working in industry, they were removed from

completing the survey and thanked for their response. The study did not use a random sample,

rather a population list from the entire ICHRIE member database. The population list was used

due to ease of accessibility. Once receiving the email, participants volunteered to partake in the

study. By gathering quantitative data, the research is designed to minimize researcher bias

(Daniel, 2012).

Instrument Development

Qualitative Study

Focus groups and individual interviews explored methods by which hospitality faculty

integrated leadership into their instructional activities. Ten open-ended questions related to

leadership integration in instruction were asked during the focus group and individual interviews.

Qualitative questions were developed by the researcher based on previous literature pertaining to

effective classroom integration of leadership concepts (see Appendix A; Gursoy & Swanger,

2004, 2005; Zhong et al., 2013).

Quantitative Study

The quantitative study examined the relationship between leadership styles, measured by

the MLQ (Bass & Avolio, 2004), self-reported method of leadership integration, and

demographics, including years of experience in hospitality education, hospitality industry

experience, and location of their program within the university setting. See Appendix B for the

complete questionnaire.

Validity is a necessity for a measurement (Field, 2009) therefore, factors concerning

internal validity are selection bias and instrument validity, while external validity concerns are

the number of results attributed beyond the current study (Crano et al., 2014). The design of all

survey instruments in the study were carefully considered to avoid internal and external validity

concerns by making efforts to maintain consistency in the instruments, such as using varied

measures to test participants and eliminate attrition by including a progress bar to avoid dropout. By mitigating validity concerns, such as varied measures, the research ensured that instrument items are relevant and representative of the study, thus providing stable and consistent results. Face validity, through expert assessment of instrument items (described below), ensured the measurement items linguistically look like what is to be measured. Due to the vast number of studies utilizing the MLQ, the instrument is now the standard for assessing a range of transformational, transactional, and non-leadership scales (Rowold, 2005).

Measurements

Qualitative Study

Qualitative research allows a researcher to determine what variables to study and then studies those variables with a wider audience. The researcher analyzes the data by collecting detailed views from participants (Creswell & Creswell, 2018). With qualitative inquiry, the use of a focus group to collect data and to explore the research questions is the most common approach (Goertzen, 2017). One focus group and 10 individual interviews were conducted to gain a more in-depth knowledge of leadership integration and methods of integration in hospitality management instruction. Data collection ceased once saturation was achieved. The qualitative instrument included 10 questions (Appendix A). The open-ended questions provided the participants with the opportunity to expand on information about leadership integration in hospitality management higher education.

Quantitative Study

Multifactor Leadership Questionnaire

The MLQ was created from the Full Range of Leadership model by Avolio and Bass (2004). It is a comprehensive survey instrument that has been established and validated over the

last few decades and is now the main instrument for measuring a range of transformational, transactional, and laissez-faire levels of leadership (Rowold, 2005). The survey instrument measures 36 items pertaining to leadership styles and nine items pertaining to leadership outcomes (Avolio & Bass, 2004). Types of questions asked on the MLQ (see Appendix B) include statements as, "I display a sense of power and confidence" and "I increase others' willingness to try harder." Responses for the items are measured on a 5-point Likert scale, ranging from 0 (not at all) to 4 (frequently, if not always). A copyright statement was included at the conclusion of the MLQ due to purchasing the instrument for dissertation research. Approval to disseminate the MLQ for dissertation research purposes only is included in Appendix C. The MLQ is a distinguishable instrument for validity and reliability (Rowold, 2005). The Cronbach's α for the MLQ averages 0.86, which is greater than the 0.70 threshold for reliability (Muenjohn, 2008). As reported by Avolio and Bass (2004), nearly 300 research studies have used the MLQ to establish leadership styles from 1995 to 2004.

Classroom Instruction Integration and Demographics Questionnaires

A classroom instruction integration section (see Appendix B) was developed through the focus groups. Questions in this section were used to ascertain respondents' perceived importance of hospitality management faculty integrating leadership in the classroom (seven statements), how often they integrate educational methods to teach leadership in the classroom (eight statements), and why they integrate leadership in classroom instruction (four statements). Sample statements about the perceived importance of integrating leadership in classroom instruction included, "promotes leadership education" and "the dean or department head wants me to directly/indirectly teach leadership theory and practice." Responses for the items were measured on a 5-point Likert scale, ranging from 1 (not at all important) to 5 (extremely important).

Statements about how often educational methods of leadership are integrated in classroom instruction included statements such as, "student-led classroom discussions" and "student-led delegation of group tasks". Responses for the items were measured on a 5-point Likert scale, ranging from 1 (never) to 5 (always).

Statements about perspectives of using various types of leadership integration in classroom instruction included statements such as, "experiential learning is highly motivating for my students" and "the importance of leadership integration is driven by the dean or department head". Responses for the items were measured on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

A demographics section was used to collect relevant data from the research participants (see Appendix B). Data including faculty appointment, years of hospitality management education experience, years of hospitality industry experience, leadership-identified student learning outcomes, hospitality management program location, age, gender, and ethnicity were asked.

Data Collection

Qualitative Study

The qualitative study uses a participative, narrative design with a focus group and individual interviews using open-ended questions. One virtual focus group with five participants was conducted using Zoom. Participants' names and email address were identified through personal connections and an email was sent to request their participation in the focus group. Once the subjects agreed to participate, they were scheduled for a one-hour focus group (see Appendix A).

Prior to the focus group, the participants were provided an informed consent form (Appendix A) through Qualtrics that included the purpose of the study and contact information for the researchers and the Institutional Review Board. Through Qualtrics, each participant was asked to electronically agree to the informed consent prior to the start of the focus group. Permission to record was requested of participants. The participants were informed that they could leave at any time if they felt they were unable to continue the discussion. The focus group questions were provided verbally to participants. The focus group was recorded through Zoom and transcribed verbatim in English and used to extract themes related to leadership integration in classroom instruction. The focus group lasted approximately 60-minutes.

Individual interviews were also conducted with 12 participants. Participants' names and email addressed were identified through personal connections to request their participation in the interview. The participants were contacted via email and upon receipt of approval through email, participants were scheduled for a 30-minute interview (see Appendix A).

Prior to the interviews, the participants were provided an informed consent form through Qualtrics that included the purpose of the study and contact information for the researchers and the Institutional Review Board. Each participant was asked to electronically agree to the informed consent prior to the start of the interview. Permission to record was asked of the participants. The participants were informed that they could leave at any time if they felt they were unable to continue the discussion. The interview questions were provided verbally to participants. The interviews were recorded through Zoom and transcribed verbatim in English and used to extract themes related to leadership integration in classroom instruction. Each interview lasted approximately 30-minutes.

Preliminary Review

A review of the qualitative focus group/interview questions was conducted by four experts who were selected based on their knowledge and experience with leadership, the hospitality industry, and hospitality management instruction. The goal of the preliminary review was to determine adequacy and clarity of questions. The instrument was distributed electronically, and experts were given seven days to return the questions with comments for revision. A reminder email was sent after four days (see Appendix A).

Quantitative Study

An online survey through Qualtrics was utilized. Questionnaires were emailed directly to the sample population using ICHRIE member database (see Appendix B). This method allowed for the entire sample population to receive the questionnaire. The researcher exported email addresses for all participants who were included in the ICHRIE membership database. The entire sample population received a cover letter, which introduced the study and outlined their rights as a research participant, and a link to the survey. The survey included the MLQ, the adapted classroom instruction and demographics questions.

Pilot Study

Prior to the main data collection and pilot study, a panel of experts reviewed the survey instrument for construct validity. Five experts were chosen based on their knowledge and experience with leadership, the hospitality industry, and hospitality management instruction to provide feedback on the survey instrument content and design.

A pilot study was then conducted to identify and evaluate discrepancies in data collection methods, reliability, and validity of survey instrument, response rate, and the clarity and ease of questions and directions. The pilot test included 14 hospitality management faculty whose

responses were not included in the final data set. The instrument was distributed through email

via Qualtrics and participants were given seven days to complete. A reminder email was sent

after four days (see Appendix B). Results of the pilot study included increased clarity of the term

'administration' and inclusion of an instrument progress bar to indicate percent completion, thus

avoiding survey fatigue or dropout.

Use of Human Subjects

The Institutional Review Board approved the research protocol before any research was

conducted (Appendix D). All results were reported as group data and answers remained private.

Data Analysis

Qualitative Study

Qualitative focus group and interview data was recorded, transcribed, and organized

using NVivo (Version 12). Themes related to leadership integration and methods of leadership

integration within classroom instruction were analyzed by locating and interpreting the meaning

of key phrases or statements. After key statements were identified, these themes and subthemes

were used as the theme coding within NVivo software. The leadership integration in classroom

instruction methods identified in the focus group and interviews were used to develop the

questionnaire items included on the classroom instruction integration instrument for the main

quantitative study.

Quantitative Study

Data were collected from the MLQ, the curriculum instruction integration instrument,

and the demographics questionnaire through Qualtrics and then downloaded into the SPSS

(Version 26) statistical software application. The data was coded for data analysis. The MLQ

was scored using the scoring key for the Multifactor Leadership Questionnaire (Form 5X) short

form (Bass & Avolio, 2004). All items were measured on a Likert-type scale of 0 (not at all) to 4 (frequently, if not always). An average was then calculated for each scale. The scores for the idealized influence (attributed, behavior), inspirational motivation, intellectual stimulation, and individual consideration scales on the scoring key were summed and then divided by the total number of responses to create a transformational leadership style composite score. Similarly, the contingent reward and management by exception (active) items were summed and then divided by the total number of responses to create a transactional leadership style composite score. The management by exception (passive) and laissez-faire leadership scales were summed and then divided by the total number of responses and used as a subscale to create a passive-avoidant composite score. Construct reliability was determined using Cronbach's alpha. Analysis of variance statistics were used to evaluate the effect on the independent variables on the dependent variable and control for other variables, such as demographics (Agresti & Franklin, 2009; Richardson, 2015).

The leadership integration in classroom instruction methods identified in the focus group and interviews were used to develop the questionnaire items included on the classroom instruction integration instrument for the main quantitative study. The curriculum instruction integration instrument consisted of four items related to integration of leadership in hospitality management classroom instruction. For each respondent, the curriculum instruction integration scores were coded and entered as the dependent variable for analysis of variance. When asked about importance of leadership integration, scores were coded on a Likert-type scale ranging from 1 (not at all important) to 5 (extremely important). When asked about methods of leadership integration, scores were coded on a Likert-type scale ranging from 1 (never) to 5

(always). When asked about perspectives of leadership integration, scores were coded on a

Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Chapter 4 - Results

The purpose of this mixed-methods exploratory study was to compare the style of leadership a faculty member possesses with the methods in which they integrate and teach leadership in the classroom. Specific research questions include:

1. How do hospitality management faculty integrate leadership components into their classroom?

2. Is self-reported method of leadership integration within HM courses different based on the educator's leadership style?

3. Why do hospitality management faculty integrate leadership in the classroom?

4. What is your perceived importance of hospitality management faculty integration of leadership in classroom instruction?

This chapter provides the results of the qualitative and quantitative study and the data analysis regarding the research questions. It discusses the results of the focus group and individual interviews, the survey questionnaires, and related statistical processes.

Focus Group and Individual Interviews

Participants

The 10 questions used in the focus group and individual interviews are presented in Appendix A. A total of 17 hospitality management faculty members, representing 13 higher education institutions agreed to participate in the focus group and individual interviews. One focus group was conducted with five hospitality management faculty members. Due to the difficulty in determining a time when remaining subjects were able to meet as a group, 12 individual interviews were conducted with hospitality management faculty members.

The majority (*n* = 9) of participants were female and 14 of the 17 participants were

located within the U.S. Participant representation of locations included: Northeast U.S. (2),

Southeast U.S. (9), Midwest U.S. (3), and Europe (3). Various themes were identified during the

analysis within the areas of perceived importance of leadership integration, methods of

leadership integration, and perspectives of leadership integration in classroom instruction.

Identified Themes and Sub-Themes

Analysis of the focus group and individual interview responses showed three main

themes across all responses. Table 4.1 summarizes the themes and sub-themes identified based

on the frequency of statements mentioned by the participants.

Table 4.1. Identified Themes and Sub-Themes

Theme	Frequency
Leadership approach	
Guiding, mentoring, consulting, role model, facilitator	25
Experiential learning, real-world application	19
Problem-solving, using strategy	7
Responsibility	7
Professional development	6
Leadership methods	
Students pick teams/groups/leaders, allocate roles, create rules	19
Textbook, theoretical learning	8
Work in teams	7
Student-led discussions	7
Classroom discussion	6
Leadership skills/importance	
Effective communication, listening	17
Administration	7
Critical thinking, decision making	4
Soft skills	3
Personality	2

Theme one represented leadership approach. Participants in both the focus group and individual interviews talked about their role as a mentor, role model, and classroom facilitator, guiding students to develop a leader identity. Additional themes included problem solving and using strategy, responsibility, and professional development. The participants expressed their guidance as a role model by statements like, "On a contextual level, the moment you enter the classroom as the role of an instructor, you are leading; you are a leader and I think it needs to be understood that way by the students." The participants also expressed the need for experiential learning and real-world application. One participant stated:

It goes back to the experiential learning. We do a lot of that here. There is always an activity, catering set-up, working the fashion show, or helping student groups on campus. There's always some form of experiential learning going on. Paired with homework assignments and class discussions, we [educators] are able to create different levels of understanding and leadership knowledge that can be put forth through volunteering and service learning.

Theme two represented leadership methods. Participants in both the focus group and individual interviews talked about using student groups in classroom instruction. When discussing how groups are divided, one participant mentioned:

I break the class into groups, and I have a leader from each group represent a different leadership style, such as autocratic, democratic and laissez-faire. The tasks are provided, and the students must lead their group in a specific task without giving away their assigned leadership role. This allows the students to understand how leadership styles work and what style is best for organizational success.

Another participant explained leadership development in student groups:

We have class representatives who are the leaders, elected from their own cohort and

would then come to meetings with me on a regular basis, every three weeks or so. There's

an element of leadership where individuals become leaders of or partial leaders of the

cohort.

Theme three represented leadership skills/importance. Participants across the focus group

and individual interviews emphasized various leadership skills necessary to ready-prepare

students for industry careers. Of the most frequently mentioned leadership skills, effective

communication, listening, and administration were highlighted. Critical thinking, soft skills, and

personality were also noted. One participant mentioned:

We're here to grow global enterprise of leaders and so leadership is a key component of

our mission for our students. There's multiple leadership styles out there and I think

everybody has to find their own way, but you [educators] need to provide them with a

tool to determine their own leader identity.

When asked to provide one or two leadership skills necessary for students to possess, one

participant stated:

It's important to develop key leadership skills and you do it through not just acquiring

knowledge. But then how to use the knowledge appropriately to make your decision

making that you're going to be a leader of an organization. And at the end of the day, if

you're making really good decisions that enhance the quality of life for you and everyone

in your organization, chances are you're going to be a good leader.

Speaking on effective communication, participants stated generational changes and shifts

in the way people communicate. One participant said:

They [students] haven't developed those interpersonal skills yet. Going up and taking someone's hand and asking how they're doing today, having a five-minute conversation with them is becoming almost a lost art. So that's one of the things that's part of leadership, is being able to connect with a wide variety people, not just your peers, but everyone. One of the biggest things about America is that we're so divided, we can't even talk to one another. So how are we going to make things better if we can't talk to one another?

The results of the focus group and individual interviews helped to develop a measurement scale in the quantitative survey instrument. The most frequently discussed themes identified from the transcripts with other items adopted from previous literature were developed into 19 statements, which were presented to the participants on Likert-type scales.

Theme one, leadership approach, included four items to measure the participants' level of agreement about using various types of leadership integration in classroom instruction. Items were phrased using language similar to what was reported by the participants. Sample items included, "experiential learning is highly motivating for my students" and "a combination of curricular and co-curricular activities is key to building student leadership skills." Items were measured on a strongly agree (5) to strongly disagree (1) scale.

Theme two, leadership method, included eight items to measure participants' frequency about methods of leadership integration in classroom instruction. Scale items were measured on a 5-point Likert scale from always (5) to never (1). Leadership methods were phrased using similar language reported by the participants, such as the scale items, "student-led classroom discussions" and "group rules created by students."

Theme three, leadership skills/importance included seven items to measure the participants' level of importance about leadership integration in classroom instruction. Leadership skills and importance were phrased using similar language reported by the participants and were measured on an extremely important (5) to not important at all (1) scale. Sample scale items included, "leadership is a pertinent skill to possess" and "promotes skills such as communication and ethical decision making." Similarly, the sub-themes of leadership approach were used to build up additional items on the leadership importance scale. For instance, the sub-theme administration was developed into the scale item, "the dean or department head wants me to directly/indirectly teach leadership theory and practice."

Quantitative Study

The survey was administered electronically to 916 hospitality management faculty via email. An online questionnaire using the Qualtrics platform was utilized. Completed questionnaires were gathered from 300 respondents. The online survey included the informed consent, the MLQ, the classroom instruction integration questions, and the demographics questions (see Appendix B). The online survey allowed participants to return the questionnaire anonymously. To ensure anonymity, the responses to the questionnaire contained no identifiable information. The data collection period lasted three weeks, from March 3, 2020 through March 23, 2020. Additional reminders were sent via email two times during the data collection period, one seven days after the initial request and a second reminder after 14 days. Throughout data collection, emails were sent individually, as opposed to using the Qualtrics batch email function. After sending reminder emails, faculty who responded that they completed the survey or wished to be removed from future reminders were deleted from the database kept by the researcher, as not to continue sending future communication.

There were 916 original participants in the ICHRIE database. Of this number, 39 email addresses were not current due to retirement (personal response) or returned as undeliverable, resulting in a total sample size of 877. Of these, 49 emails were returned as out of the office, on sabbatical, or the individual replied back to the researcher indicating that they refused to participate.

A total of 300 surveys were returned, of those, five were from industry, 25 indicated both industry and academia, and 270 indicated academia. Participants who indicated 'academia' or both 'industry and academia' were kept in the study. The participants had to complete the majority of the MLQ and CII to be considered usable, thus 83 were removed for non-completion. The MLQ and curriculum instruction integration instrument were not set-up as mandatory responses in the survey system; it was imperative for respondents to complete both MLQ and curriculum instruction integration instrument to be deemed a usable data point for data analysis. Thus, a total of 217 surveys were usable, yielding a 24% response rate.

Respondent Characteristics

Respondent characteristics are presented in Table 4.2 and include: gender, age, ethnicity, faculty appointment, years of administration, program location, program identified student learning outcomes related to leadership, years of education experience, and years of hospitality industry experience.

Most participants were male ($n = 123$, 56.7%). The most common age range was 55 or older ($n = 77$, 35.5%) and 33.6% ($n = 73$) have over 20 years of experience in education, and one to five years of industry experience ($n = 50$, 23.0%). In terms of ethnicity, 61.3% ($n = 133$) of participants were Caucasian. The respondents identified as 24.0% ($n = 52$) associate professors,

54

18.4% (*n* = 40) assistant professors, 18.3% (*n* = 39) full professors, 15.2% (*n* = 33) as

administrators, and 12.9% (*n* = 28) as full-time lecturers/instructors.

Table 4.2. Demographics of Respondents (N = 217)

Variable	*n*	*%*	Variable	*n*	*%*
Gender[a]			*Program Location*		
Male (including transgender men)	123	56.7	Within a business college or school	97	44.7
Female (including transgender women)	86	39.6	Freestanding college or school	65	30.0
Prefer not to answer	7	3.2	Within a human ecology or human sciences college or school	36	16.6
Age[a]					
18-24	1	0.5			
25-34	9	4.1			
35-44	49	22.6	Other	11	5.1
45-54	76	35.0	Within an agricultural college or school	7	3.2
55 or older	77	35.5			
Prefer not to answer	4	1.8	*Program Identified Leadership-related SLOs*		
Ethnicity[b]					
White/Caucasian	133	61.3	0	1	0.5
Asian	46	21.2	1-2	50	23.0
Black or African American	17	7.8	3-4	69	31.8
Prefer not to answer	7	3.2	5-6	21	9.7
Hispanic or Latino	6	2.8	7-8	42	19.4
Other	5	2.3	9-10	12	5.5
Multiple	2	0.9	More than 10	9	4.1
American Indian or Native Alaskan	0	0	*Years of Education Experience[a]*		
Faculty Appointment[a]			Less than 1 year	3	1.4
Associate Professor	52	24.0	1-5 years	24	11.1
Assistant Professor	40	18.4	6-10 years	41	18.9
Full Professor	39	18.3	11-15 years	44	20.3
Administrator	33	15.2	16-20 years	31	14.3
Lecturer/Instructor	28	12.9	More than 20 years	73	33.6
Other	20	9.2	*Years of Industry Experience*		
Years of Administration			Less than 1 year	20	9.2
Less than 1 year	0	0	1-5 years	50	23.0
1-3 years	8	23.5	6-10 years	49	22.6
4-6 years	7	20.6	11-15 years	32	14.7
7-9 years	5	14.7	16-20 years	27	12.4
More than 10 years	13	38.2	More than 20 years	38	17.5

[a] Totals may not equal 100% due to non-response
[b] Participants were invited to select all that apply

Multifactor Leadership Questionnaire

The Cronbach's α for the 36-item leadership style Multifactor Leadership Questionnaire was 0.73. The MLQ is a distinguishable instrument for validity and reliability (Rowold, 2005). The Cronbach's α for the MLQ averages 0.86, which is greater than the 0.70 threshold for reliability (Muenjohn, 2008). George and Mallery (2003) noted that a coefficient alpha at 0.90 or above, internal consistency reliability is considered excellent. Alphas around 0.80 to 0.89 are considered good. The MLQ is meant to be used in its entirety without removing scale items (Bass & Avolio, 2004). Means and standard deviations for all items of the MLQ are presented in Table 4.3.

Table 4.3. Means, Standard Deviations, and Reliability of MLQ (N=217)

MLQ Scale Items ($\alpha = 0.73$)[a]	Mean	SD[b]
Transformational Leadership	64.94[c]	8.47
Idealized Attributes	12.17[d]	2.26
I instill pride in others for being associated with me	2.85	1.07
I go beyond self-interest for the good of the group	3.25	0.79
I act in ways that build others' respect for me	3.23	0.75
I display a sense of power and confidence	2.84	0.89
Idealized Behaviors	12.79[d]	1.88
I talk about my most important values and beliefs	2.69	0.99
I specify the importance of having a strong sense of purpose	3.41	0.70
I consider the moral and ethical consequences of decisions	3.57	0.60
I emphasize the importance of having a collective sense of mission	3.11	0.85
Inspirational Motivation	13.20[d]	2.08
I talk optimistically about the future	3.28	0.74
I talk enthusiastically about what needs to be accomplished	3.40	0.65
I articulate a compelling vision of the future	3.09	0.79
I express confidence that goals will be achieved	3.46	0.68
Intellectual Stimulation	12.88[d]	2.13
I re-examine critical assumptions to question whether they are appropriate	3.04	0.78
I seek differing perspectives when solving problems	3.30	0.82
I get others to look at problems from many different angles	3.20	0.81
I suggest new ways of looking at how to complete assignments	3.35	0.66

Table 4.3 Continued. Means, Standard Deviations, and Reliability of MLQ (N=217)

MLQ Scale Items ($\alpha = 0.73$)[a]	Mean	SD[b]
Individualized Consideration	13.84[d]	1.99
I spend time teaching and coaching	3.53	0.68
I treat others as individuals rather than just as a member of a group	3.36	0.78
I consider an individual as having different needs, abilities, and aspirations from others	3.49	0.68
I help others to develop their strengths	3.48	0.71
Transactional Leadership	20.72[e]	3.68
Contingent Reward	13.02[d]	1.91
I provide others with assistance in exchange for their efforts	2.99	1.07
I discuss in specific terms who is responsible for achieving performance targets	3.06	0.81
I make clear what one can expect to receive when performance goals are achieved	3.35	0.69
I express satisfaction when others meet expectations	3.63	0.56
Management by Exception (Active)	7.75[d]	3.22
I focus attention on irregularities, mistakes, exceptions, and deviations from standards	2.22	1.13
I concentrate my full attention on dealing with mistakes, complaints, and failures	1.99	1.23
I keep track of all mistakes	1.84	1.23
I direct my attention toward failures to meet standards	1.63	1.20
Laissez-Faire Leadership	5.98[e]	3.65
Management by Exception (Passive)	3.69[d]	2.19
I fail to interfere until problems become serious	1.07	1.03
I wait for things to go wrong before taking action	0.60	0.77
I show that I am a firm believer in "If it ain't broke, don't fix it."	1.43	1.11
I demonstrate that problems must become chronic before I take action	0.59	0.96
Laissez-Faire	2.35[d]	2.20
I avoid getting involved when important issues arise	0.58	0.81
I am absent when needed	0.32	0.63
I avoid making decisions	0.75	1.09
I delay responding to urgent questions	0.65	0.89

[a] MLQ items will be removed in print due to copyright through MindGarden, Inc.
[b] SD: Standard Deviation
[c] Based on the summation of the scale, respondents score in the range of 0-80
[d] Based on the summation of the scale, respondents score in the range of 0-16
[e] Based on the summation of the scale, respondents score in the range of 0-32

Transformational leadership scored higher (M = 64.94 ± 8.47) on average than transactional (M = 20.72 ± 3.68) and laissez-faire leadership (M = 5.98 ± 3.65) and were more consistent with scoring as a transformational leader. Results revealed that almost 90% (*n* = 195)

of respondents identified as a transformational leader, whereas less than 1% of respondents were identified with the laissez-faire leadership style.

In highlighting key points of the MLQ, participants indicated higher levels of transactional and transformational leadership characteristics. Respondents mean score when asked, "I consider the moral and ethical consequences of decisions" under the idealized behavior subscale showed characteristics of a transformational leader (M = 3.57 ± 0.60). Expressing confidence that goals will be achieved also showed that respondents were likely to agree with this statement (M = 3.46 ± 0.68), indicating effective leaders working towards creating confidence needed to exert effort to achieve success (Bass & Avolio, 2004). Additionally, respondents indicated suggesting new ways of looking at how to complete assignments or tasks (M = 3.35 ± 0.66). Lastly, when asked, "I express satisfaction when others meet expectations," respondents mean score was M = 3.63 ± 0.56, indicating respondents highly agree with offering recognition amongst colleagues when goals are achieved, in turn, achieving expected levels of performance (Bass & Avolio, 2004).

An ANOVA was calculated using student learning outcomes (SLOs) as the independent variable and leadership style as the dependent variable to determine if there were differences in the respondents' leadership style based on the number of SLOs related to leadership in the program. The ANOVA did not reveal significant differences in leadership style based on SLOs ($F(7,209) = 0.58$, $p = 0.77$; Table 4.4).

Table 4.4 Leadership Style with Student Learning Outcomes (N = 217)

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	0.43	7	0.06	0.58	0.77
Within groups	22.13	209	0.11		
Total	22.56	216			

A second ANOVA was calculated using hospitality management program location as the independent variable and leadership style as the dependent variable to determine if there were differences in the respondents' leadership style based on their program location. The ANOVA did not reveal significant differences in leadership style based on the location of the academic program ($F(5,211) = 0.26$, $p = 0.94$; Table 4.5).

Table 4.5 Leadership Style with Program Location (N = 217)

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	0.14	5	0.03	0.26	0.94
Within groups	22.43	211	0.11		
Total	22.56	216			

Curriculum Instruction Integration Questionnaire

The 19-item curriculum instruction integration questionnaire reliability analysis yielded a Cronbach's α of 0.88. The analysis indicates that the internal consistency reliability of the curriculum instruction integration results questionnaire is good. Means and standard deviations for all items of curriculum instruction integration instrument are presented in Table 4.6.

Methods of Leadership Integration in Classroom Instruction

Table 4.7 provides descriptive statistics for the methods of leadership integration in classroom instruction. When asked about student-led discussions, 27.2% ($n = 59$) of respondents indicated using this method most of the time. This method of allowing students to lead creates an authentic leadership learning environment (Guthrie & Jenkins, 2018) were students can learn important leadership skills, such as effective communication (Padron & Stone, 2019). While 35.9% ($n = 78$) of respondents indicated using instructor-led discussions most of the time. Interestingly, textbook readings about leadership showed a broad spread from the average (M = 2.73 ± 1.28), showing that faculty are not consistent with using leadership readings in classroom

Table 4.6 Means, Standard Deviations, and Reliability of Curriculum Integration Instrument (N = 217)

Scale Items *(α = 0.88)*	Mean	SD[a]
Curriculum Integration Importance *(α = 0.84)*	30.15[b]	4.64
Promotes skills such as communication and ethical decision making	4.55	0.84
Prepares students for industry careers	4.55	0.71
Leadership is a pertinent skill to possess	4.51	0.80
Necessary for student development	4.44	0.82
Promotes leadership education	4.32	0.89
Part of student learning outcomes	4.31	0.88
The dean or department head wants me to directly/indirectly teach leadership theory and practice	3.47	1.40
Curriculum Integration Methods *(α = 0.83)*	27.08[c]	6.76
Instructor-led classroom discussions	3.69	0.99
Simulations/case studies/games that involve decision making	3.67	1.27
Student-led delegation of group tasks	3.58	1.29
Student-led classroom discussions	3.51	1.14
Student-led group formation	3.47	1.18
Peer-to-peer classroom reflection/coaching/evaluation	3.31	1.36
Group rules created by students	3.12	1.43
Textbook readings about leadership	2.73	1.28
Curriculum Integration Perspectives *(α = 0.73)*	16.71[d]	2.88
Experiential learning is highly motivating for my students	4.68	0.78
A combination of curricular and co-curricular activities is key to building student leadership skills	4.44	0.84
Group projects allow my students to learn leadership	4.35	0.93
The importance of leadership integration is driven by the dean or department head	3.24	1.26

[a] SD: Standard Deviation
[b] Based on the summation of the scale, respondents score in the range of 0-35
[c] Based on the summation of the scale, respondents score in the range of 0-40
[d] Based on the summation of the scale, respondents score in the range of 0-20

Table 4.7 Methods of Leadership Integration in Classroom Instruction (N = 217)

Variable	Mean	SD[a]	Always		Most of the time		About half the time		Sometimes		Never	
			n	%	*n*	%	*n*	%	*n*	%	*n*	%
Instructor-led classroom discussions	3.69	0.99	51	23.5	78	35.9	58	26.7	29	13.4	1	0.5
Simulations/case studies/games that involve decision making	3.67	1.27	68	31.3	64	29.5	31	14.3	44	21.2	7	3.2
Student-led delegation of group tasks	3.58	1.29	66	30.4	52	24.0	43	19.8	46	21.2	9	4.1
Student-led classroom discussions	3.51	1.14	53	24.4	59	27.2	54	24.9	47	21.7	4	1.8
Student-led group formation	3.47	1.18	51	23.5	65	30.0	45	20.7	48	22.1	8	3.7
Peer-to-peer classroom reflection/coaching/evaluation	3.31	1.36	49	22.6	55	25.3	39	18.0	54	24.9	19	8.8
Group rules created by students	3.12	1.43	46	21.2	45	20.7	39	18.0	55	25.3	31	14.3
Textbook readings about leadership	2.73	1.28	32	14.7	31	14.3	28	12.9	98	45.2	28	12.9

[a] SD: Standard Deviation

instruction. Not surprising, the results of instructor-led discussion were high as hospitality faculty do not always have the financial capacity to implement experiential learning through kitchen labs or hands-on learning.

Approximately 25% (*n* = 55) of respondents reported sometimes allowing group rules created by students. When asked about peer-to-peer classroom reflection, coaching, and evaluation, 25.3% (*n* = 55) of respondents use this method most of the time. Lastly, when using simulations or case studies that involve decision making, 31.3% (*n* = 68) of respondents indicated always using this method in classroom instruction. When adhering to student learning

outcomes and textbook content, simulations and case studies are frequently used in hospitality

management and readily available in several hospitality textbooks.

Of 217 total respondents, one respondent indicated no SLOs were related to leadership

within their program, and because it was a sole response, it was removed from the ANOVA test.

An ANOVA was calculated using SLOs as the independent variable and method of integration as

the dependent variable to determine if there were differences in the respondents' integration of

leadership based on the number of program identified SLOs related to leadership. The ANOVA

did not reveal significant differences in methods of leadership integration based on the SLOs

($F(6,209) = 1.77$, $p = 0.11$; Table 4.8).

Table 4.8 Methods of Leadership Integration in Classroom Instruction Compared with Student Learning Outcomes (N = 216)

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	7.47	6	1.25	1.77	0.11
Within groups	146.78	209	0.70		
Total	154.56	215			

An ANOVA was calculated using program location as the independent variable and

method of integration as the dependent variable to determine if there were differences in the

respondents' integration of leadership based on their program location. The ANOVA did not

reveal significant differences in methods of leadership integration based on program location

($F(5,211) = 1.24$, $p = 0.29$; Table 4.9).

Table 4.9 Methods of Leadership Integration in Classroom Instruction Compared with Program Location (N = 217)

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	4.39	5	0.88	1.24	0.29
Within groups	149.88	211	0.71		
Total	154.28	216			

Methods of Leadership Integration Based on the Leadership Style

Of the 217 respondents, 89.9% (n = 195) identified as a transformational leader, 9.7% (n = 21) identified as a transactional leader, and 0.5% (n = 1) identified as a laissez-faire leader. An ANOVA as calculated using leadership style as the independent variable and method of integration as the dependent variable to determine if there were differences in the respondents' integration of leadership based on their leadership style. The ANOVA did not reveal any significant differences in methods of leadership integration based on leadership style ($F(2,214)$ = 0.12, p = 0.88; Table 4.10). The results prove consistent with previous research where it was identified that instructor leadership style does not affect classroom learning culture set forth by the instructor (Kythreotis et al., 2010) and overall institutional learning (Kurland et al., 2010) in the classroom.

Table 4.10 Method of Leadership Integration Compared to Leadership Style (N=217)

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	0.18	2	0.09	0.12	0.88
Within groups	154.10	214	0.72		
Total	154.28	216			

Perspectives of Leadership Integration in Classroom Instruction

Table 4.11 provides descriptive statistics for the perspectives of leadership integration in classroom instruction. Most hospitality faculty would strongly agree that experiential learning is highly motivating for students (4.68 ± 0.78), whereas the importance of leadership integration being driven by the dean or department head indicated varying results (M = 3.24 ± 1.26). When asked, "Group projects allow for students to learn leadership skills." 52.5% (n = 114) of respondents also indicated they strongly agreed. Faculty indicated that a combination of

curricular and co-curricular classroom activities is key to building student leadership skills with 56.7% (n = 123) of respondents strongly agreeing. Lastly, respondents were neutral on the importance of leadership integration being driven by the dean or department head with 29.5% (n = 64) and 24.0% (n = 52) indicating somewhat agree or neither agree nor disagree, respectively. This result is not surprising as higher education organizational structure has shifted to a more open teaching and learning model, allowing faculty the academic freedom to develop and teach courses as they see fit (Smith & Squires, 2016). Kurland et al. (2010) found that high functioning schools had transformational administrators who fostered instructor empowerment to increase teacher involvement. The results from this study confirm previous literature that deans and department heads are allowing faculty the freedom to adapt curriculum to best suit the students' needs (Kalargyrou & Woods, 2009; Silins et al., 2002; Smith & Squires, 2016).

Importance of Leadership Integration in Classroom Instruction

Table 4.12 provides descriptive statistics for the importance of leadership integration in classroom instruction. When asked about the importance of leadership integration in classroom instruction, respondents indicated this was highly important (M = 4.55 ± 0.71). Respondents indicated that leadership integration is necessary for student development (M = 4.44 ± 0.82). The majority of respondents identify that leadership integration prepares students for industry careers (n = 139, 64.1%), and that leadership promotes skills such as communication and ethical decision making (n = 140, 64.5%). As the hospitality industry shifts to leadership through quality customer service (Brownell, 2010), benefits of incorporating effective leadership education in hospitality classroom instruction become relevant (Amanchukwu et al., 2015). Respondents also agree that leadership is a pertinent skill to possess (M = 4.51 ± 0.80) and that leadership integration in classroom instruction promotes leadership education (M = 4.32 ± 0.89).

Table 4.11 Perspectives of Leadership Integration in Classroom Instruction (N=217)

Variable	Mean	SD[a]	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree	
			n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Experiential learning is highly motivating for my students	4.68	0.78	165	76.0	37	17.1	8	3.7	4	1.8	2	0.9
Group projects allow my students to learn leadership skills	4.35	0.93	114	52.5	74	34.1.3	17	7.8	8	3.7	3	1.4
A combination of curricular and co-curricular classroom activities is key to building student leadership skills	4.44	0.84	123	56.7	65	30.0	24	11.1	3	1.4	1	0.5
The importance of leadership integration is driven by the dean or department head	3.24	1.26	38	17.5	64	29.5	52	24.0	37	17.1	26	12.0

[a] SD: Standard Deviation

The results from this study indicate hospitality faculty found leadership is a critical skill to possess for industry careers (M = 4.55 ± 0.71), and classroom activities can build leadership skills, which is a theme across past research that states instructors need to find ways to approach leadership education to influence students to build leadership skills (Razak et al., 2015). Carried out in the means of classroom activities, discussions, or text readings, instructors are the gateway to provide leadership skill building.

Table 4.12 Importance of Leadership Integration in Classroom Instruction (N=217)

Variable	Mean	SD[a]	Extremely important		Very important		Moderately important		Slightly important		Not important at all	
			n	%	*n*	%	*n*	%	*n*	%	*n*	%
Necessary for student development	4.44	0.82	128	59.0	67	30.9	13	6.0	7	3.2	2	0.9
Prepares students for industry careers	4.55	0.71	139	64.1	65	30.0	7	3.2	5	2.3	1	0.5
Promotes leadership education	4.32	0.89	117	53.9	64	29.5	28	12.9	5	2.3	3	1.4
Leadership is a pertinent skill to possess	4.51	0.80	131	60.4	64	29.5	17	7.8	3	1.4	1	0.5
Part of student learning outcomes	4.31	0.88	103	47.5	82	37.8	24	11.1	5	2.3	2	0.9
The dean or department head wants me to directly/indirectly teach leadership theory and practice	3.47	1.40	55	25.3	56	25.8	52	24.0	29	13.4	23	10.6
Promotes skills such as communication and ethical decision making	4.55	0.84	140	64.5	60	27.6	9	4.1	4	1.8	3	1.4

[a] SD: Standard Deviation

Summary

In summary, hospitality management faculty use case studies, student-led delegation of group tasks, and group rules created by students in classroom instruction most of the time in their classroom instruction. Hospitality management faculty use instructor-led and student-led classroom discussions, student-led group formation, and peer-to-peer reflection most of the time in classroom instruction. Textbook readings about leadership are used sometimes in classroom instruction.

Almost all respondents identified as a transformational leader and the ANOVA did not reveal any significant differences in methods of leadership integration based on leadership style.

Hospitality management faculty strongly agree that experiential learning is highly motivating for students, group projects allow students to learn leadership skills, and a combination of curricular and co-curricular activities is key to building student leadership skills. Hospitality management faculty indicated the importance of leadership integration is not primarily driven by the dean or department head.

Hospitality management faculty find leadership as necessary for student development, leadership prepares students for industry careers, promotes leadership education and communication skills, and is a pertinent skill to possess. Faculty also indicate it is very important that leadership is part of student learning outcomes and that the dean or department head wants faculty to directly/indirectly teach leadership theory and practice.

Chapter 5 - Discussion

For this study, four specific research questions were addressed:

1. How do hospitality management faculty integrate leadership components into their classroom?

2. Is self-reported method of leadership integration within HM courses different based on the educator's leadership style?

3. Why do hospitality management faculty integrate leadership in the classroom?

4. What is your perceived importance of hospitality management faculty integration of leadership in classroom instruction?

To answer the research questions, various analyses were conducted. Descriptive statistics were calculated to determine frequencies of methods, perspectives, and importance of leadership integration in classroom instruction. An analysis of variance test was conducted to determine if there was a relationship between hospitality management faculty leadership style and the methods in which they integrate leadership in classroom instruction.

Data Collection Methods

Data collection included an online focus group and individual interviews that were utilized to gather qualitative information for questionnaire development. For focus group and individual interviews, the primary researcher spent a maximum of 60-minutes in each session. Individual responses were not available to administrators, allowing faculty to answer freely, reducing social desirability bias.

Next, an online survey was utilized to gather quantitative data for the main study. Hospitality management faculty members were provided a Qualtrics survey link through email. In both qualitative and quantitative studies, anonymity was upheld.

Methods of Leadership Integration

In this study, instructor-led classroom discussions (M = 3.69 ± 0.99), simulations/case studies/games that involve decision making (M = 3.67 ± 1.27), and student-led delegation of group tasks (M = 3.58 ± 1.29) were identified as being utilized most frequently in the classroom. Almost all hospitality management faculty in the sample ($n = 186$, 86.1%) indicated using instructor-led discussions at least half of the time in their classroom. The use of instructor-led discussions does not mean leadership cannot be further integrated in discussion content and delivery. It is stated from previous literature that leadership delivery methods can include courses based on facilitated discussions (Jenkins, 2012). This instructional delivery is a form of engaged pedagogy. The educator facilitates the dialogue while the students reflect on content and how the content relates to their own lives (Guthrie & Jenkins, 2018). Additionally, Clapp-Smith et al. (2019) recommends guided reflection to help students understand the process of evolving as a leader by meaning-making of their leader identity. These findings extend previous research from Riggio et al. (2003) who noted that leadership education can be beneficial when used in multiple perspectives and diverse contexts. Previous literature from Clapp-Smith (2019) states multidomain approaches, such as classroom games and student groups, make the leadership identity development more motivating for students.

Student-led classroom discussions are used less frequently than other instructional methods, as indicated by only 21.7% ($n = 47$) using this method sometimes and 24.9% ($n = 54$) using this method about half the time. Previous research from Thormann (2012) and Vitale (2010) state the use of student-led discussions is a strategy for students to further enhance knowledge, considering other students' perspectives to build on that knowledge. Leaders in any capacity must know how to build relationships with diverse individuals (Kezar, 2001).

Therefore, student-led discussions can allow students the ability to socially interact and engage in the socially constructed leadership process (Guthrie & Jenkins, 2018; Northouse, 2009).

Hospitality faculty indicated using student-led group formation (M = 3.47 ± 1.18) most of the time in their classroom instruction. This extends previous research from Crawford and Weber (2010), suggesting that leadership development and individual leader identity can be established in a classroom setting, specifically though group work and delegation of tasks performed by student group leaders. This integration better aligns with real-world context and improves student performance to compete for industry managerial positions after graduation (Maier & Thomas, 2013).

Additionally, almost half (*n* = 103, 47.9%) of faculty use peer-to-peer classroom reflection/coaching/evaluation most of the time in the classroom. Also, 41.9% (*n* = 90) of faculty allow students to create group rules most of the time in their classroom. With regard to these engaged pedagogy strategies, Guthrie and Jenkins (2018) state that learning environments are transformed to allow the students to be immersed with the content, fostering the students' excitement to learn and maintain interest in the subject.

Although textbook readings about leadership were identified as only being used sometimes in the classroom (M = 2.73 ± 1.28), it is important to note that foundational leadership can be taught using this method, but expansion of ideas must occur. Educators can expand classroom instruction to include formal leadership education, such as textbook and readings on leadership theories and practices, or utilize co-curricular learning, such as service learning or internships (Guthrie et al., 2018). It is often stated that experiential learning in hospitality management courses is ideal for students to fully understand real-world industry demand (Padron & Stone, 2019). Regardless of how leadership is taught in the classroom, much

of the leadership literature draws a consistent theme of faculty modeling leader behavior to further promote individual leader identity, thus creating transformational leaders (Cuff, 2013).

To further analyze methods of leadership integration, ANOVA test was performed to compare methods of leadership integration in classroom instruction compared with SLOs. The findings of this study did not show any significant differences in methods of leadership integration in classroom instruction based on SLOs. Additionally, an ANOVA statistics test was performed to compare methods of leadership integration with hospitality management program location. The findings of this study did not show any significant differences in methods of leadership integration in classroom instruction based on program location. Past research from Reich et al. (2016) notes that SLOs form the base level understanding of what hospitality programs offer to students in higher education, however transition to improve learning outcomes is lacking.

Regardless of promoting individual leader identity in the classroom, the overall aim of hospitality higher education is the same: prepare students for industry careers. To be successful in this mission, faculty must work with industry professionals to meet changing industry requirements.

Methods of Leadership Integration Based on the Leadership Style

Transformational leadership is the most effective type of leadership style as compared to other leadership styles (Begum et al., 2018; Panagopoulous & Dimitriadis, 2009) and this type of leadership is a better employee motivator than other styles (Kirkman et al., 2009). Transactional leadership focuses on rewards for employee's effort through trades with the leader and has been deemed as generally ineffective (Avolio & Bass, 2004). Laissez-faire leadership is a distinct

71

leadership style and represents an absent leadership style that abandons responsibilities (Robbins et al., 2007; Yukl, 2010).

The findings of this study did not show any significant differences in methods of leadership integration in classroom instruction based on leadership style. Past research has found that the effects of leadership styles are often difficult to measure and do not support indirect effects (Hallinger & Heck, 1996, 1998; Leithwood & Jantzi, 1990; Witziers et al., 2003). Although there are no previous studies addressing leadership style with methods of leadership integration in a classroom setting, some research has studied leadership styles in education settings. Recent research from Ford (2019) indicated no significance with leadership style of instructors based on classroom management self-efficacy. Further, previous research from Kurland et al. (2010) found no effect of leadership style on institutional learning. However, the current research study should not be dismissed due to the lack of findings. It could be suggested that instructors who exhibit positive leader behavior could increase overall leadership integration (Kurland et al., 2010). As stated previously, those who model leader behavior can promote change in students and classroom instruction (Cuff, 2013). To be transformative in the classroom, instructors need to have a strong sense of purpose to believe their efforts will lead to desirable outcomes (Kurland et al., 2010).

As Collins (2014) states, establishing a prominent leadership identity is vital to the success of any faculty member. For an authentic leader to be transformative in the teaching process, a shared purpose must be present (Astin & Astin, 2000). Educators and students must bring self-knowledge, empathy, and innate leadership skills to the classroom (Astin & Astin, 2000). To stimulate the student's innate leadership skills, educators must be creative in the

classroom, developing new ideas to further their understanding of positive and effective leadership for industry management positions (Anyangwe, 2012).

Using the MLQ to determine hospitality management faculty member leadership style resulted in 89.9% ($n = 195$) of faculty being identified as a transformational leader. When data is heavily skewed, an analysis of variance (ANOVA) is the preferred statistics test (Lantz, 2013). Additionally, an ANOVA test is the best statistical method used to compare different groups of Likert-type data (Lantz, 2013). Based on this, it is not surprising that respondents also identified using several methods of leadership integration in the classroom setting. The study found transformational leaders are integrating leadership in the classroom. Using varied methods to integrate leadership in the classroom can begin to promote individual leader identity (Guthrie & Jenkins, 2018).

One possible explanation that methods of leadership integration is not related to leadership style is that the leadership style of an instructor is a complex and integral part in developing a positive classroom atmosphere to promote change (Fullan, 2001). Transformational leaders require immense dedication, but also must have foundational knowledge of transactional leadership skills before perfecting transformational leadership (Bass, 1997), by learning how to interact with students. Full integration of transformational and transactional leadership styles can provide positive classroom-based leadership (Smith & Squires, 2016). This integrative leadership approach provides the most benefits to both the instructor and student (Menon, 2014). When faculty are confronted with several responsibilities between teaching, research and service, the execution of full leadership education may fall short in the classroom.

This study resulted in 59.0% ($n = 128$) of hospitality management faculty indicating leadership is necessary for student development and 64.1% ($n = 139$) believe leadership prepares

students for industry careers. Collectively, faculty know and understand that leadership is important for student success, but there is no difference how leadership is integrated in the classroom based on their leadership style. To further analyze leadership style of hospitality management faculty, an ANOVA test was performed to compare leadership style with the number of SLOs related to leadership implemented in the program. The findings of this study did not show any significant differences in leadership style based on SLOs. Additionally, an ANOVA test was performed to compare leadership style with hospitality management program location. The findings of this study did not show any significant differences in leadership style based on program location. A study from Yaseen et al. (2018) state that there is a direct relationship between individual leadership style and commitment to change. Additionally, Yaseen et al. (2018) notes that faculty commitment to change is imperative for student educational success.

Perspectives of Leadership Integration

In the study, results remained consistent that hospitality management faculty perceived integrating leadership in the classroom as important. Most faculty ($n = 164, 76\%$) strongly agree that experiential learning is motivating for students ($M = 4.68 \pm 0.78$); 52.5% ($n = 113$) of faculty strongly agreed that group projects allow students to learn leadership skills ($M = 4.35 \pm 0.93$), and 56.7% ($n = 123$) of faculty strongly agreed that a combination of curricular and co-curricular activities is key to building leadership skills ($M = 4.44 \pm 0.84$). These results remain consistent with previous literature, which has noted that leadership in the classroom setting can benefit individual leader identity (Diaz-Saenz, 2011; Guthrie & Jenkins, 2018; Tesone, 2012). To remain consistent in establishing educational best practices, educational leaders must

continuously make improvements to the curriculum (Amanchukwu et al., 2015), providing better overall classroom instruction.

The results of this study indicate that 29.5% (*n* = 64) of faculty only somewhat agree that the importance of leadership integration is driven by the dean or department head (M = 3.24 ± 1.26). In most higher education institutions, the dean or department head has a say in the outcomes of the curriculum, but ultimately the faculty have academic freedom to teach curriculum the way they deem most effective for learning. Regardless of the design of the curriculum, hospitality management faculty drive the structure in their classroom to teach and promote leadership skills and competencies, regardless of the textbook or student learning outcomes. With support and collaboration from colleagues and administration, practice and development to build leadership skills can support leadership growth (Hunzicker, 2012). The design and redesign of curriculum to meet the needs of industry professionals creates competent and ready-prepared graduates entering industry management positions and, in turn, improves educational outcomes (Ololube, 2013).

Importance of Leadership Integration

In this study, 59.0% (*n* = 128) of faculty members identify and understand that leadership is necessary for student development (M = 4.44 ± 0.82). Coinciding with leadership literature, transformational leaders tend to pay attention to needs of individuals while striving to develop a higher level of self-actualization (Bass & Avolio, 2004; Bass et al., 2003). Therefore, a large focus on leadership dimensions, coupled with industry needs, could be invaluable to industry managers (Maier, 2011). To push for student development through leadership in the classroom, it is essential for hospitality educators to fully engage in curriculum, embedding leadership skills

and competencies in opportune classroom environments. At its core, educators are essential in both the development and delivery of the curriculum (Guthrie & Jenkins, 2018).

The results found that 64.1% ($n = 139$) of faculty indicated that it is of extreme importance that leadership prepares students for industry careers (M = 4.55 ± 0.71). As the hospitality industry shifts to a concept of leadership through customer service, hospitality educators could take steps to equip students to alleviate increasing pressure from the industry to possess leadership skills (Brownell, 2010). Smith and Squires (2016) note that there is pressure on instructors to fully prepare students to continually improve leadership skills and competencies, but if done correctly, the students benefit. This study extends previous literature by Amanchukwu et al. (2015), identifying several benefits to incorporating effective leadership styles in higher education. Within the results of their study, effective educational leadership creates and establishes relationships between faculty and students to fully engage in teaching, thus achieving student success and enhancing individual learning.

Additionally, 53.9% ($n = 116$) of faculty in this study found it extremely important to integrate leadership skills in the classroom as a way to promote leadership education (M = 4.32 ± 0.89), and 60.4% ($n = 131$) state leadership is a pertinent skill to possess (M = 4.51 ± 0.80). Findings of this study coincide with existing literature. Previous researchers have discussed approaches to teaching leadership (Blanch, 1998; Hill & VanHoof, 1997; Hubbard & Popovich, 1996), but hospitality researchers are only beginning to discuss *how* leadership should be taught (Scheule & Sneed, 2001; Maier & Thomas, 2013; Jaykumar, 2018). One study from DeMulder et al. (2009) identified that instructors utilizing transformational leadership characteristics promoted higher learning effectiveness through student-instructor interactions in the classroom. If we begin to focus the attention on how to integrate leadership in classroom instruction,

hospitality management faculty can begin to fulfill the expectations of industry. At its core, the curriculum must deliver the leadership skill set necessary for students to be prepared for industry careers (Jaykumar, 2018).

Results of this study indicates hospitality management faculty are utilizing methods of leadership skill development, therefore a shift in the delivery of content is imminent. Harding (2011) states, "what we teach may not be nearly as important as…how we teach." (p. 76). Hospitality educators' engagement towards the curriculum is key for future change. By integrating leadership skills in the course and course objectives, students will be provided with additional competency benefits, enhancing the overall validity of the course (Padron & Stone, 2019).

Lastly, 64.5% ($n = 139$) of faculty indicated extreme importance that leadership promotes skills such as communication and ethical decision making (M = 4.55 ± 0.84). Coinciding with previous literature, Scheule and Sneed (2001) found that possessing leadership skills is important for industry managerial positions but is the skill for which students are least prepared. With traditional theory-based approaches to leader development, Clapp-Smith et al. (2019) offers a new, multidomain approach to leadership development with the use of leadership integrated in-class exercises, such as discussions on the strength of leader identity, student reflection, and writing leadership philosophy statements.

Regardless of faculty leadership style, the aim is to produce industry managers who possess the leadership skills necessary to boost organizational success. To achieve student success, faculty must remain cognizant of the ever-changing industry requirements and adapt curriculum to meet those changes.

Chapter 6 - Conclusions

Chapter six provides major findings of this research project. Theoretical and practical implications for hospitality management faculty are identified. Finally, limitations and recommendations for future research are presented.

Summary of the Study

This research aimed to improve the understanding of leadership style and leadership integration of hospitality management faculty members. Therefore, the purpose of this study was to compare the style of leadership a faculty member possesses with the methods in which they integrate and teach leadership in the classroom. Specifically, the research questions asked were:

1. How do hospitality management faculty integrate leadership components into their classroom?

2. Is self-reported method of leadership integration within HM courses different based on the educator's leadership style?

3. Why do hospitality management faculty integrate leadership in the classroom?

4. What is your perceived importance of hospitality management faculty integration of leadership in classroom instruction?

To answer each research question and address the purpose of the study, a questionnaire was distributed to an international sample of faculty members in hospitality management higher education programs identified through the ICHRIE member database. Data were collected using a link to an online questionnaire sent via email to the faculty. The questionnaire included 73 items addressing the following variables: leadership styles, importance of leadership integration, methods of leadership integration in classroom instruction, perspectives of leadership integration, and various demographic and employment characteristics.

To measure leadership styles, Bass and Avolio's (2004) MLQ Form 5X was used. The scale included 45 items: 36 items related to leadership style and 9 items related to leadership outcomes. Responses were on a 5-point Likert scale, ranging from 0 (not at all) to 4 (frequently, if not always).

The measure of importance of leadership integration was developed using a focus group and individual interviews. The resulting scale included seven items with responses on a 5-point Likert scale, ranging from 1 (not important at all) to 5 (extremely important).

The measure of methods of leadership integration and perspectives of leadership integration were developed through a focus group and individual interviews. The leadership integration scale included eight items with responses on a 5-point Likert scale, ranging from 1 (never) to 5 (always). The perspectives of leadership integration scale included 4 items with responses on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Analyses were conducted using Statistical Package for the Social Sciences (SPSS; version 26). Internal consistency of items was measured using Cronbach's alpha. Descriptive statistics were calculated for demographic data. An ANOVA test was performed to test differences between leadership styles and methods of leadership integration in classroom instruction.

Major Findings

A total of 217 usable questionnaires were included for analysis. Respondent demographics identified 56.7% of males participated in the study. Respondents ranged in age from 25 to over 55 years old and most had more than 15 years of education experience (47.9%). Various faculty appointments were represented in the sample including associate professor (24.0%), assistant professor (18.4%), full professor (18.3%), administrator (15.2%), and

lecturer/instructor (12.9%). Most hospitality programs were housed within a freestanding college or school or within a business college or school, representing 30.0% and 44.7% respectively.

Research Question 1

How do hospitality management faculty integrate leadership components into their classroom?

Hospitality management faculty identified using various classroom instruction techniques, including instructor-led classroom discussions at least most of the time (M = 3.69 ± 0.99), simulations/case studies/games that involve decision making at least most of the time (M = 3.67 ± 1.27), student-led delegation of group tasks at least most of the time (M = 3.58 ± 1.29), student-led group formation at least most of the time (M = 3.47 ± 1.18), and peer-to-peer classroom reflection/coaching/evaluation at least most of the time (M = 3.31 ± 1.36). Hospitality management faculty allow group rules created by students only sometimes (M = 3.12 ± 1.43) and textbook readings about leadership also utilized sometimes (M = 2.73 ± 1.28).

Almost 60% of faculty use instructor-led discussions most of the time in classroom instruction, this is not surprising, however, instructor-led discussions are a form of engaged pedagogy. They can be integrated when the educator facilitates the dialogue and students reflect on the content and how it relates to their own lives (Guthrie & Jenkins, 2018). Faculty members are often pessimistic about adopting practical or experiential training as learning facilities and labs can be expensive, and there is often a decline of funding or withdrawal of investment for hospitality management programs (Alexander, 2007; Alexander et al., 2009; Lugosi & Jameson, 2017). Educational systems periodically shift from theoretically-based curriculum design to practical education options to meet industry needs, and Oskam et al. (2017) agrees that education perspectives should broaden to incorporate both theoretical and practical education application.

Research Question 2

Is self-reported method of leadership integration within HM courses different based on the educator's leadership style?

Of the 217 respondents, 89.9% identified as a transformational leader, 9.7% identified as a transactional leader, and 0.5% identified as a laissez-faire leader ($n = 1$). Results of the study reveal there are no significant differences with methods of leadership integration based on hospitality management educator's leadership style. Leadership theory and practice often describes characteristics and behaviors of the most effective leaders (Bass & Avolio, 2004). Specifically, many are often asked to describe a leader who had the greatest influence on them. Most would describe a transformational leader: challenging, creative, determined. Therefore, it may not be surprising that participants of the study identify most as a transformational leader, as ineffective leadership is not often discussed amongst peers. The goal of developing the latest version of the MLQ was to expand the range of leadership styles while also differentiating ineffective from effective leaders (Bass & Avolio, 2004).

Research Question 3

Why do hospitality management faculty integrate leadership in the classroom?

Perspectives of leadership integration in classroom instruction remain high with the majority of faculty identifying that experiential learning is highly motivating for students ($M = 4.68 \pm 0.78$), group projects allow students to learn leadership skills ($M = 4.35 \pm 0.93$), and a using a combination of curricular and co-curricular classroom activities is key to building leadership skills ($M = 4.44 \pm 0.84$). Additionally, hospitality management faculty only somewhat agree the importance of leadership integration is driven by the dean or department head ($M = $

3.24 ± 1.26). These results coincide with the academic freedom that most institutions provide faculty members to teach and disseminate content at their discretion.

Research Question 4

What is your perceived importance of hospitality management faculty integration of leadership in classroom instruction?

Hospitality management faculty remained consistent across all statements of importance of leadership integration in classroom instruction. They found the following statements as extremely important: necessary for student development ($M = 4.44 \pm 0.82$), prepares students for industry careers ($M = 4.55 \pm 0.71$), promotes leadership education ($M = 4.32 \pm 0.89$), leadership is a pertinent skill to possess ($M = 4.51 \pm 0.80$), and promotes skills such as communication and ethical decision making ($M = 4.55 \pm 0.84$). Identified as very important were statements that leadership is part of student learning outcomes ($M = 4.31 \pm 0.88$), and the dean or department head wants me to directly/indirectly teach leadership theory and practice ($M = 3.47 \pm 1.40$). Combined with the results of the focus group and individual interviews, themes related to the importance of leadership integration in classroom instruction were identified as necessary for student development and prepares students for industry careers.

Research Implications

The hospitality industry has seen a steady rise in tourism, which gives way to increased revenue and job opportunities (Global and Regional Performance, 2018). Recognizing the importance and necessity of globalization in hospitality and tourism (Jaykumar, 2019), developing leaders is imperative to reflect the competitive nature of the tourism industry (Perman & Mikinac, 2014). Today, the prominence of leadership qualities of managers in the hospitality industry cannot be overstated (Zhong et al., 2013).

This research study used the constructs of leadership theory with leadership style to compare methods of leadership integration in hospitality management classroom settings. Although leadership styles have been widely used in research, little has been done using the MLQ to compare self-reported methods of leadership integration, specifically in hospitality management classroom instruction. Transformational leadership has been identified to be a model of educational leadership in the 21st century (Kezar, 2001). To further promote transformational leadership skills and competencies to hospitality undergraduate students, a wider range of leadership skill development should be integrated into hospitality courses (Maier & Thomas, 2013). Educational leaders serve as the base to provide skills such as collaboration, empowerment, and sharing a common vision for success (Guthrie & Jenkins, 2018; Kezar et al., 2006). Leadership has been identified to be the most significant influence produced in an educational environment (Kelley et al., 2005). From this past research, this exploratory study provides new knowledge on leadership styles of hospitality management faculty members and the methods in which they integrate leadership in their instruction, to promote a successful educational environment to change with industry needs.

As academic research on leadership has grown in the 20th and 21st centuries, various studies have explored individual and organizational leadership after performing professional development or training initiatives. However, limited studies have explored individual leadership style as it directly relates to methods of leadership integration in the classroom. This study provides a unique measure of leadership style and integration among hospitality management faculty.

To date, this is the only study that attempted to identify differences in leadership styles among hospitality management faculty regarding methods of leadership integration in classroom

instruction. As hospitality leaders urge the need for students entering the workforce to have a keen sense of leadership skills, this knowledge is needed to understand how leadership is integrated into classroom instruction in order to prepare future mangers to enter the hospitality workforce. This study can be used as baseline data to explore leadership integration and assist in development of future research.

Hospitality researchers are encouraged to continue exploring leadership styles related to methods and modes of classroom instruction. With blended course designs and experiential learning improving student readiness for industry careers (Maier & Thomas, 2013), hospitality management faculty are encouraged to think beyond the textbook, modeling leader behavior (Cuff, 2013; Guthrie & Jenkins, 2018) to promote student leadership skills and competencies. Initiating industry professionals in the development and delivery of an experiential learning process can extend individual leader identity.

Practical Implications

The study focused on leadership knowledge and skills highlighted by previous hospitality management education research (Brownell, 2010; Gursoy & Swanger, 2004, 2005; Maier, 2011). The current study contributed to the body of literature on hospitality management educators who lead classroom instruction designed to prepare students for industry leadership positions. The study addressed the need to determine if leadership styles are associated with methods of leadership integration in hospitality management instruction.

Hospitality leadership studies are at an early stage of development (Boyne, 2010). Applying the research study to advance the development of leadership integration in classroom instruction can lead to the classroom instructional changes that are needed to prepare students for industry careers (Alexakis & Jiang, 2019; Fang & Ong, 2018; Sharma & Sharma, 2019). The

study is significant for hospitality management faculty and administrators attempting to adapt their curricula to prepare faculty and students for industry leadership changes.

The current study indicated there is no difference among leadership style with self-reported methods of leadership integration in classroom instruction. What we do know is that leadership remains an important skill hospitality students' need for their future career. The study still remains significant for hospitality management faculty members who want to transform their classroom instruction in order to prepare students for the needs of the hospitality industry. By utilizing classroom instructional methods that build and enhance individual leader identity, hospitality faculty can develop the needed skills to produce ready-prepared graduates for industry management positions. Such instructional methods include experiential and active learning and positive feedback (Eich, 2008). Through course design and teaching, role modeling becomes vital to portraying the leadership we want students to exhibit (Guthrie & Jenkins, 2018).

Previous researchers have confirmed that leadership encompasses varying dimensions and themes (Mitchell, 1998), but this study, measured by the MLQ, confirmed there was no difference between leadership style and methods of leadership integration in classroom instruction. Leadership is a relational process (Komives et al., 2013) and students who are exposed to leadership education should experience varied leadership styles and perspectives to draw upon their own leader identity (Guthrie & Jenkins, 2018). Because the MLQ has been broadly used to distinguish leadership styles in diverse samples in international settings (Kanste et al., 2007), the use of the MLQ for this study was pertinent due to an international target sample population. The current study, which is related to leadership style and methods of leadership integration in classroom instruction, adds to the broad research utilizing the MLQ instrument. Previous research related to leadership styles in hospitality management education

classroom instruction and other higher education settings is sparse, therefore, using the MLQ adds as an additional research source.

Limitations

Like most surveys, this study had limitations. One limitation included the sample population of hospitality management faculty identified in ICHRIE membership database. The ability to generalize the findings to all hospitality management faculty is limited because of those faculty who have invested in membership of ICHRIE, as opposed to non-members. Those involved in the ICHRIE organization may have a vested interest in advancing knowledge of hospitality education and research, seek to build their hospitality network, and genuinely want to be involved in the future of teaching and research. Therefore, generalizations cannot be extended to programs in tourism, culinary, leisure, or recreational in higher education.

Another limitation is social desirability bias. Measuring leadership style can induce respondents to favorably answer in high regard of their personal leadership style. Two techniques were employed to mitigate the biasing effects: self-completion of the survey and continuous assurance of anonymity of the respondent. Throughout the survey, participants were informed that all responses remained anonymous and to answer all statements about their leadership style as they perceive them.

The length of the questionnaire could have resulted in survey fatigue, dropout, or dissuaded participation. The questionnaire was of sizeable length. To mitigate this outcome, the time to complete the survey was addressed in the informed consent document and a progress bar was added to the survey to indicate percentage completion with every page break.

Another limitation should be noted for ecological parameters that may influence leadership style. Ecological parameters may help individual leadership style evolve over time.

Such variables include age, social intelligence, personality, and extroversion. Specific to this study, variables to identify if a participant needs to be a leader to teach leadership was not addressed. Studying context and individual variables could inform a better understanding of individual leadership style.

Recommendations for Future Research

The study fills the gap by focusing on the leadership style of hospitality management faculty members who are responsible for classroom instruction. A gap in empirical data on leadership styles of hospitality management faculty members and classroom instructional change had been noted, specifically regarding leadership integration. Research gaps were also noted regarding industry and academia. By addressing these research gaps, the study focused on leadership of hospitality management faculty. The information and data analysis established in the study guided the following proposed recommendations for future research:

Recommendation 1

Future research studies about hospitality management educators' leadership styles

The research method using the validated MLQ (Bass & Avolio, 2004) could be used to understand varying faculty groups in tourism or leisure programs, identifying leadership styles needed in order to build and expand hospitality programs and enhance faculty members' leadership skills. The expansion of hospitality programs could involve a dual degree in both leadership and hospitality. Because there was no significant difference in hospitality faculty leadership styles, future research could extend the participants to leisure studies, recreational, and tourism programs to analyze differences amongst groups. Research studies about hospitality management educators' leadership styles could use other leadership theories, such as Great Man Theory or Trait Theory, as well as other leadership instruments, such as Leader-Member

Exchange, which could add to the understanding of leadership styles and actions that lead to positive changes. Using varying leadership theories and instruments could add to the research of leadership styles and behaviors or actions that lead to positive changes (Grafton, 2009).

Further research studies on hospitality management educators' leadership styles can be used by higher education administrators and teaching and learning facilities to guide initiatives for major leadership training. Enhancing the understanding of faculty's professional leader identity has potential benefits for students. Further, identities of educational leaders can develop as they participate in training initiates. Hospitality management faculty members can benefit from leadership research studies for continuing education and program outcomes to foster ideal classroom environments to teach leadership skills and competencies. In addition to leadership style and methods of leadership integration, a follow-up study could be conducted to identify how effective leadership curriculum and instruction is for students. This recommendation lends itself to explore comparisons of domestic versus international hospitality management faculty in their leadership style and leadership integration in the classroom setting.

Recommendation 2

Future research studies on transformational hospitality management education classroom instruction changes

Research studies using the MLQ instrument on hospitality management faculty members who are not affiliated with ICHRIE would enlarge the sample and build more generalizable results. The ICHRIE member database identifies 916 faculty members, however, not all ICHRIE members promote their identity within the database. The small size of the study sample limited the power of the statistical tests. Enlarging the sample population could lead to more significant statistical results to methods of leadership integration in classroom instruction.

Hospitality management administration who enforce department-wide curriculum changes must have an effective leadership style. Eisenbeiss and Boerner (2010) state that at high levels of leadership, innovation occurs with support and vision from the leader, which are common attributes of transformative leaders. As stated earlier, those who are effective in teaching leadership must model leader behavior to foster transformative change (Cuff, 2013). These important characteristics make it possible to promote curriculum enhancements within hospitality programs and departments to teach leadership. Evidence-based research to identify leadership styles that compare with higher levels of leadership integration in classroom settings can be beneficial to academia. Additionally, future research studies to explore methods of leadership integration in classroom instruction compared with hospitality management program location and student learning outcomes related to leadership could be performed through additional ANOVA statistics test.

Recommendation 3

Future research on effective leadership training for hospitality management educators and administrators

Although leadership style did not significantly impact methods of leadership integration in classroom instruction, professional development to teach leadership is recommended. The conclusions of the current study are an identification for action to establish leadership training efforts, paired with research, to ensure effective leadership training offered in higher education. Future studies to analyze leadership styles of hospitality management educators who participate in educational leadership training can be considered useful. Identifying leadership style after training or professional development sessions could enhance determinations of leadership styles related to leadership integration in hospitality management curriculum and instruction.

Leadership training for hospitality management faculty could include professional development, education workshops, specialized topics in leadership seminars, and leadership institutes. Hospitality management administrators could include leadership training exercises in faculty meetings, requirements for annual reviews, and promotion of state and national conferences on leadership in higher education. Communities of practice can create additional learning opportunities for educators to engage with others and share resources (Seemiller & Priest, 2017) to integrate leadership in the classroom.

With increased professional development and training opportunities with hospitality management faculty, this could lend itself to increased awareness of leadership practices in classroom instruction. Training to coincide with leadership education could be beneficial for educators to promote student leader identity in the classroom setting, further expanding students' knowledge of leadership skills and competencies. Additionally, using a purposeful sampling of hospitality educators and administrators for a case study approach about their behaviors with leadership integration in classroom instruction could lend itself useful for a future research study. Leadership education does not often hold a consistent theme in the classroom; therefore faculty can play a part in integrating leadership with curricular and co-curricular activities and modeling leader behavior to students. Faculty who participate in leadership-centered or curriculum development training should be considered for a correlational study on leadership style with effective leadership instruction within hospitality management classroom instruction.

Summary

The study contributed to the knowledge of hospitality management educators who lead the change in leadership integration in classroom instruction needed to prepare students for hospitality industry careers. The study results indicate an importance of leadership integration in

classroom instruction, promoting skills such as communication and ethical decision making, and preparing students for industry careers. With the identified importance, hospitality management faculty attempting to transform their classroom instruction and prepare students to develop additional leadership knowledge and skills can be significant to coincide with industry needs. The study fills the gap by focusing on the leadership of hospitality management faculty members who are responsible for classroom instructional development. Recommendations include conducting future studies of hospitality management educators' leadership styles, and effective leadership training for faculty and administrators.

References

Agresti, A., & Franklin, C. (2009). *Statistics: The art and science of learning from data* (2nd ed.). Pearson Education.

Airey, D., & Tribe, J. (2000). *In search of hospitality: Theoretical perspectives and debates.* Butterworth Heinemann.

Airey, D. (2005). *Growth and development: An international handbook of tourism education*. Elsevier.

Alexakis, G., & Jiang, L. (2019). Industry competencies and the optimal hospitality management curriculum: An empirical study. *Journal of Hospitality & Tourism Education*. https://doi.org/10.1080/10963758.2019.1575748

Alexander, M. (2007). Reflecting on changes in operational training in UK hospitality management degree programmes. *International Journal of Contemporary Hospitality Management, 19*(3), 211-220.

Alexander, M., Lynch, P., & Murray, R. (2009). Reassessing the core of hospitality management education: The continuing importance of training restraints. *Journal of Hospitality, Leisure, Sport & Tourism Education, 8*(1), 55-69.

Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management, 5*(1), 6-14.

Amey, M. J. (2006). Leadership in higher education. *Change, 38*(6), 55-58.

Anderson, M. H., & Sun, P. Y. T. (2015). Reviewing leadership styles: Overlaps and the need for a new "Full-Range Theory." *International Journal of Management Reviews, 19,* 76-96. doi:10.1111/ijmr.12082

Anyangwe, E. (2012, May 30). *Take us to your leader: Thoughts on leadership in higher education*. The Guardian. https://www.theguardian.com/higher-education-network/blog/2012/may/30/discussing-leadership-in-higher-education

Association of Executive Search and Leadership Consultants (2019). Leadership during the fourth industrial revolution. Retrieved from https://www.aesc.org/insights/magazine/article/leadership-during-fourth-industrial-revolution

Astin, A. W., & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Student Affairs Administrators in Higher Education. https://www.naspa.org/images/uploads/kcs/SLPKC_Learning_Reconsidered.pdf

Avolio, B. J. (1999). *Full leadership development: Building the vital forces in organizations*. Thousand Oaks, CA: Sage Publishing.

Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the multifactor leadership questionnaire. *Journal of Occupational and Organizational Psychology, 72*(4)*,* 441-462.

Avolio, B. J., & Bass, B. M., (2004). *Multifactor leadership questionnaire: Manual and sample set* (3rd ed.). Menlo Park, CA: Mind Garden, Inc.

Balwant, P. T., Birdi, K., Stephan, U., & Topakas, A. (2017). Transformational instructor-leadership and academic performance: A moderated mediation model of student engagement and structural distance. *Journal of Further and Higher Education, 43*(7), 884-900. doi: 10.1080/0309877X.2017.1420149

Bass, B. M. (1981). *Stogdill's handbook of leadership: A survey of theory and research* (revised and expanded version). New York, NY: The Free Press.

Bass, B. M. (1985). *Leadership and performance beyond expectations.* New York, NY: The Free Press.

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18*(3), 19-31.

Bass, B. M. (1997). Does the transactional-transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist, 52*(2), 130-139.

Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *The Leadership Quarterly*, *10*(2), 181-217.

Bass, B. M. (2008). *Bass & Stogdill's handbook of leadership: Theory, research & managerial applications* (4th ed.). New York, NY: The Free Press.

Bass, B. M. (2008). *The Bass handbook of leadership: Theory, research, & managerial applications* (4th ed.). New York, NY: Free Press

Bass, B. M., & Avolio, B. J. (1990). *Transformational leadership development: Manual for the multifactor leadership questionnaire*. Mountain View, CA: Consulting Psychologists Press.

Bass, B. M., & Avolio, B. J. (1991). The Multifactor Leadership Questionnaire: Form 5x. *Center for Leadership Studies, State University of New York, Binghampton, NY*.

Bass, B. M., & Avolio, B. J. (1993). *Transformational leadership: A response to critiques*. In M. M. Chemmers & R. Ayman (Eds), *Leadership theory and research: Perspectives and directions*, 49-88. San Diego, CA: Academic Press.

Bass, B. M., & Avolio, B. J. (1994). The implications of transactional and transformational

 leadership for individual, team and organizational development. *Research in*

 Organizational Change and Development, 4, 231-72.

Bass, B., & Avolio, B. (1997). *Manual for the Multifactor Leadership Questionnaire*. Menlo

 Park, California: Mind Gardens.

Bass, B. M., & Avolio, B. (2004). *Multifactor Leadership Questionnaire*. Menlo Park, CA:

 Mind Garden.

Bass, B., Avolio, B., Jung, D., & Berson, Y. (2003). Predicting unit performance by assessing

 transformation and transactional leadership. *Journal of Applied Psychology, 88*(2), 207-

 218. doi:10.1037/0021-9010.88.2.207

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah,

 N.J.: Lawrence Erlbaum Associates.

Begum, N., Begum, S., Rustam, A., & Rustam, S. (2018). Gender perspectives of

 transformational leadership style and leadership effectiveness: A case study of Pakistan

 and Turkey. *The Dialogue, xiii*(2), 212-224.

Berkovich, I. (2016). School leaders and transformational leadership theory: Time to part ways?

 Journal of Educational Administration, 54(5), 609-622.

Blanch, G. (1998). When the topic turns to leadership . . . Educators mostly miss the mark.

 Journal of Hospitality & Tourism Education, 10(3), 14-18.

Boyne, S. (2010). Leadership research in hospitality: a critical review. *Education*, *17*, 20-27.

Breevaart, K., Bakker, A., Hetland, J., Demerouti, E., Olsen, O. K., & Espevik, R. (2013). Daily

 transactional and transformational leadership and daily employee engagement. *Journal of*

 Occupational Organizational Psychology, 87, 138-157. doi:10.1111/joop.12041

Brotherton, B., & Wood, R. C. (2000). *In search of hospitality: Theoretical perspectives and debates.* Oxford, England: Butterworth Heinemann.

Brownell, J. (2010). Leadership in the service of hospitality. *Cornell Quarterly, 52*(3), 363-378.

Brymer, R. A., Wilborn, L. R., & Schmidgall, R. S. (2006). Future global hospitality leaders: A comparison of European and US ethics. *International Journal of Contemporary Hospitality Management, 18*(7), 546–553. doi:10.1108/09596110610702977

Burbank, M., Odom, S. F., & Sandlin, M. R. (2015). A content analysis of undergraduate students' perceived reasons for changes in personal leadership behaviors. *Journal of Leadership Educators*, *14*(2), 182-197.

Burmeister, W. (2003). Leadership simplified: Abandoning the Einsteinian unified field theory approach. *Journal of American Academy of Business, Cambridge, 3*(1/2), 152-154.

Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.

Burns, J. M. (2003). *Transforming leadership*. New York, NY: Grove Press.

Butler, A. M., Kwantes, C. T., & Boglarsky, C. A. (2014). The effects of self-awareness on perceptions of leadership effectiveness in the hospitality industry: A cross cultural investigation. *International Journal of Intercultural Relations, 40*, 87-98.

Carleton, E. L., Barling, J., & Trivisonno, M. (2018). Leaders' trait mindfulness and transformational leadership: The mediating roles of leaders' positive affect and leadership self-efficacy. *Canadian Journal of Behavioural Science, 50*(3), 185-194. http://dx.doi.org/10.1037/cbs000010

Cassie, K. M., Sowers, K. M., & Rowe, W. (2007). Ready, willing, and able: An assessment of academic leadership preparation and interest. *Journal of Baccalaureate Social Work, 13*(1), 115-127.

Chaudhry, A. Q., & Javed, H. (2012). Impact of transactional and laissez-faire leadership style on motivation. *International Journal of Business and Social Science, 3*(7), 258-264.

Chen, T. J., & Wu, C. M. (2017). Improving the turnover intention of tourist hotel employees: transformational leadership, leader-member exchange, and psychological contract breach. *International Journal of Contemporary Hospitality Management, (29)*7, 1914-1936.

Cheung, C., King, B., & Wong, A. (2018). What does the industry need to know about Chinese hospitality leadership? *Journal of China Tourism Research, 14*(2), 177-192.

Cheung, C., Law, R., & He, K. (2010). Essential hotel managerial competencies for graduate students. *Journal of Hospitality & Tourism Education, 22*(4), 25–32. doi:10.1080/10963758.2010.10696989

Christou, E. (2002). Revisiting competencies for hospitality management: Contemporary views of the stakeholders. *Journal of Hospitality and Tourism Education, 14*(1), 25–32. doi:10.1080/10963758.2002.10696721

Clapp-Smith, R., Hammond, M. M., Lester, G. V., & Palanski, M. (2019). Promoting Identity Development in Leadership Education: A Multidomain Approach to Developing the Whole Leader. *Journal of Management Education, 43*(1), 10–34. https://doi.org/10.1177/1052562918813190

Collins, J. P. (2014). Leadership and change in the twenty-first century higher education. *BioScience, 64*(7), 561-562.

Crano, W. D., Brewer, M. B., & Lac, A. (2014). *Principles and methods of social research* (3rd ed.). New York, NY: Routledge.

Crawford, A., & Weber, M. R. (2010). Leadership and teams, an assessment within the

      hospitality management classroom. *Journal of Teaching in Travel & Tourism, 10*, 362–

      377.

Creswell, J. W., Wheeler, D. W., Seagren, A. T., Egly, N. J., & Beyer, K. D. (1990). *The*

      academic chairperson's handbook, Lincoln, NE: University of Nebraska Press.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed*

      methods approaches. Los Angeles, CA: Sage Publishing.

Cross, K. P. (2002). The role of class discussion in the learning-centered classroom. The Cross

      Papers No. 6. Phoenix, AZ: League for Innovation in the Community College and

      Educational Testing Service.

Cuff, P. A. (2013). *Establishing transdisciplinary professionalism for improving health*

      outcomes: Workshop summary. The National Academies Press.

      http://www.rcpi.ulaval.ca/fileadmin/media/documents/Actualites/Transdisciplinary_profe

      ssionalism.pdf

Daniel, J. (2012). *Sampling essentials: Practical guidelines for making sampling choices.*

      Thousand Oaks, CA: SAGE Publishing.

Davis, J. H., Schoorman, F. D., & Donaldson, L. (1997). Toward a stewardship theory of

      management. *Academy of Management Review, 22*(1), 20-47.

Deepa, S., & Manisha, S. (2013). Do soft skills matter? Implications for educators based on

      recruiters' perspective. *IUP Journal of Soft Skills*, *7*(1), 7.

DeMary, T. D. (2008). *Relationship of leadership styles of nursing home administrators and*

      quality of care in nursing homes [Unpublished doctoral dissertation]. University of

      Phoenix.

DeMulder, E. K., Kayler, M., & Stribling, S. M. (2009). Cultivating transformative leadership in

P-12 schools and classrooms through critical teacher professional development. *Journal*

of Curriculum and Instruction, 3(1), 39-53.

Diaz-Saenz, H. R. (2011). *Transformational leadership*. In A. Bryman, D. Collinson, K. Grint,

B. Jackson, & M. Uhl-Bien (Eds.), The SAGE handbook of leadership. Thousand Oaks,

CA: Sage Publishing.

Doh, J. P. (2003). Can leadership be taught? Perspectives from management educators. *Academy*

of Management: Learning & Education, 2(1), 54-67.

Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco, CA:

John Wiley & Sons, Inc.

Economic Impact (2019). World Travel & Tourism Council. https://www.wttc.org/economic-

impact/

Eich, D. (2008). A grounded theory of high-quality leadership programs: Perspectives from

student leadership development programs in higher education. *Journal of Leadership &*

Organizational Studies, *15*(2), 176-187.

Eisenbeiss, S. A., Knippenberg, D., & Boerner, S. (2008). Transformational leadership and team

innovation: Integrating team climate principles, *Journal of Applied Psychology, 93*, 1438-

1446.

Eisenbeiss, S. A., & Boerner, S. (2010). Transformational leadership and R & D innovation:

Taking a curvilinear approach, *Creativity and Innovation Management, 19*, 364– 372.

Estiri, M., Seyyed, A., Khajeheian, D., & Rayej, H. (2018). Leader-member exchange and

organizational citizenship behavior in hospitality industry: A study on effect of gender.

Eurasian Business Review, 8(3), 267-284.

Fang, M., & Ong, F. (2018). Student leadership development. In Beeton, S. & Morrison, A., *The study of food, tourism, hospitality and events*. Singapore: Springer.

Farris, W. W. (1999). Japan to 1300. In Raaflaub, K. and Rosenstein, N. (Eds.). *War and society in the ancient and medieval worlds*. London, England: Harvard University Press.

Field, A. (2009). *Discovering statistics using SPSS*. Thousand Oaks, CA: Sage Publishing.

Fink, L. D. (2013). *Creating significant learning experiences*. San Francisco, CA: John Wiley & Sons.

Ford, L. D. (2019). *Comparison of Classroom Management Self-Efficacy of Teachers Based upon Their Certification Type, Principal's Gender, and Leadership Style: A Quasi-Experimental Vignette Study* [Unpublished doctoral dissertation]. Louisiana State University.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

Gandolfi, F., & Stone, S. (2017). The emergence of leadership styles: A clarified categorization. *Revista De Management Comparat International, 18*(1), 18-30.

Gaspar, S. L. (2010). *Leadership and the professional learning community* [Unpublished doctoral dissertation]. University of Nebraska – Lincoln.

George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*. 11.0 update (4th Ed.). Boston: Allyn & Bacon.

Global and Regional Tourism Performance (2019). United Nations World Tourism Organization. https://www.unwto.org/global-and-regional-tourism-performance

Goertzen, M. J. (2017). Introduction to quantitative research and data. *Library Technology Reports, 53*(4), 12–18.

Grafton, K. (2009). Presidential transformational leadership practices: Analysis of self-

> perceptions and observers at community colleges in Oklahoma. University of Phoenix.

Gray, B. J., Ottesen, G. G., Bell, J., Chapman, C., & Whiten, J. (2007). What are the essential

> capabilities of marketers? *Marketing Intelligence & Planning, 25*(3), 271–295.

> doi:10.1108/02634500710747789

Greenwald, R. (2010, December 05). *Today's students need leadership training like never

> before*. The Chronicle of Higher Education. Retrieved from

> https://www.chronicle.com/article/Todays-Students-Need/125604

Gruman, J., Barrows, C., & Reavley, M. (2009). A hospitality management education model:

> Recommendations for the effective use of work-based learning in undergraduate

> management courses. *Journal of Hospitality & Tourism Education, 21*(4), 26-33.

Gundersen, G., Hellesøy, B. T., & Raeder, S. (2012). Leading international project teams: The

> effectiveness of transformational leadership in dynamic work environments. *Journal of

> Leadership & Organizational Studies*, *19*(1), 46-57.

Guthrie, K. L., Bertrand Jones, T. B., Osteen, L., & Hu, S. (2013). Cultivating leader identity and

> capacity in students from diverse backgrounds. *ASHE Higher Education Report, 39*, 4.

Guthrie, K. L., & Jenkins, D. M. (2018). *The role of leadership educators: Transforming

> learning*. Charlotte, NC: Information Age Publishing, Inc.

Guthrie, K. L., Teig, T. S., & Hu, P. (2018). Academic leadership programs in the United States.

> *Leadership Learning Research Center*.

> https://thecenter.fsu.edu/sites/g/files/upcbnu751/files/files/LLRC/LLRC_ALPUS_Report

> _050118.pdf

Guthrie, K. L., & Thompson, S. (2010). Creating meaningful environments for leadership education. *Journal of Leadership Education, 9*(2), 50-57.

Gursoy, D., Rahman, I., & Swanger, N. (2012). Industry's expectations from hospitality schools: what has changed? *Journal of Hospitality & Tourism Education, 24*(4), 32-42.

Gursoy, D., & Swanger, N. (2004). An industry-driven model of hospitality curriculum for programs housed in accredited colleges of business. *Journal of Hospitality & Tourism Education, 16*(4), 8.

Gursoy, D., & Swanger, N. (2005). An industry-driven model of hospitality curriculum for programs housed in accredited colleges of business: Part II. *Journal of Hospitality and Tourism Education, 17*(2), 46–56. doi:10.1080/10963758.2005.10696824

Hansbrough, T. K., & Schyns, B. (2018). The appeal of transformational leadership. *Journal of Leadership Studies, 12*(3), 19-32.

Hallinger, P., & Heck, R. (1996). *The principal's role in school effectiveness: an assessment of methodological progress, 1980-1995*, in Leithwood, K., Chapman, J., Corson, D., Hallinger, P. and Hart, A. (Eds), International Handbook of Educational Leadership and Administration, Part 2, Kluwer Academic Publishers, Dordrecht, 723-84.

Hallinger, P., & Heck, R. (1998). Exploring the principals' contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement, 9*(2), 157-91.

Hallinger, P. (2010). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education, 33*(3), 329-352.

Harding, T. (2010). Fostering creativity for leadership and leading change. *Arts Education Policy Review, 111*(2), 51-53.

Harding, H. E. (2011). *A place of becoming: Leadership educators' experience teaching leadership: A phenomenological approach* [Doctoral dissertation]. University of Nebraska-Lincoln. ProQuest Dissertations and Theses Global.

Harrison, B. (1999). The nature of leadership: Historical perspectives & the future. *Journal of California Law Enforcement, 33*(1) 24-30.

Hersey, P., & Blanchard, K. H. (1988). *Management of organizational behavior* (5th Ed.). Englewood Cliffs, NJ: Prentice-Hall.

Higgs, M., & Rowland, D. (2000). Building change leadership capability: The quest for change competence. *Journal of Change Management, 1*(2), 116-130.

Hill, F. A., & Vanhoof, H. B. (1997). The hospitality leadership course dilemma: Why hospitality management curricula should include a separate leadership course. *Journal of Hospitality & Tourism Education, 9*(3), 116-119. doi: 10.1080/10963758.1997.10685342

Holcomb, Z. C. (2017). *Fundamentals of descriptive statistics*. New York, NY: Routledge.

Honig, M. I., & Louis, K. S. (2007). A new agenda for research in educational leadership: A conversational review. *Educational Administration Quarterly, 43*(1), 138–148. https://doi.org/10.1177/0013161X06290646

Huang, Y., Lalopa, J. M., & Adler, H. (2016). An analysis of entry level management requirements: Are there differences in perceptions of hospitality recruiters versus hospitality students? *Journal of Human Resources in Hospitality & Tourism, 15*(3), 346–364. doi:10.1080/15332845.2016.1147980

Hubbard, S. S., & Popovich, P. (1996). Teaching leadership skills to hospitality students. *Journal of Hospitality & Tourism Education, 8*(4), 39-40.

Hughes, T. G. (2005). *Identification of leadership style of enrollment management professionals in post-secondary institutions in the southern United States*. [Doctoral dissertation]. Texas Tech University. ProQuest Dissertations and Theses Global.

Hunt, J. (1991). *Leadership: A new synthesis*. Thousand Oaks, CA: Sage Publishing.

Hunzicker, J. (2012). Professional development and job-embedded collaboration: How teachers learn to exercise leadership. *Professional Development in Education, 38*(2), 267-289.

Hsu, L. (2017). Mind the gap: Exploring hospitality teachers' and student interns' perception of using virtual communities for maintaining connectedness in internship. *Journal of Education and Training, 4*(1), 88–100. doi:10.5296/jet.v4i1.10933

Hsu, C. H. C., Xiao, H., & Chen, N. (2017). Hospitality and tourism education research from 2005 to 2014: Is the past a prologue to the future? *International Journal of Contemporary Hospitality Management, 29*(1), 141–160.doi:10.1108/IJCHM-09-2015-0450

International Leadership Association. (2009). *Guiding Questions: Guidelines for Leadership Education Programs*. International Leadership Association. http://www.ila-net.org/Communities/LC/GuidingQuestionsFinal.pdf

Jaykumar, P. (2019). Hospitality management institutes - The skills training industry perspective. *Journal of Services Research, 18*(2), 139-151.

Jenkins, D. M. (2012). Exploring signature pedagogies in undergraduate leadership education. *Journal of Leadership Education, 11*(1), 1-27.

Jenkins, D. M. (2017). Exploring the lived experiences of becoming and being a leadership

    educator: A phenomenological inquiry. *Proceedings of the 2017 Association of*

    Leadership Educators Conference, 431-445.

    https://www.leadershipeducators.org/resources/Pictures/ALE%202017%20Conference%

    20Proceedings.pdf

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-

    analytic test of their relative validity. *Journal of Applied Psychology, 89*(5), 755-768.

Jung, D. I., Chow, C., & Wu, A. (2003). The role of transformational leadership in enhancing

    organizational innovation: hypotheses and some preliminary findings, *Leadership*

    Quarterly, 14, 525– 544.

Kalargyrou, V., & Woods, R. (2009). What makes a college administrator an effective leader?:

    An exploratory study. *Journal of Teaching in Travel & Tourism, 9*(1-2), 21-36.

Kanste, O., Miettunen, J., & Kyngäs, H. (2007). Psychometric properties of the Multifactor

    Leadership Questionnaire among nurses. *Journal of Advanced Nursing*, *57*(2), 201-212.

    doi:10.1111/j.1365-2648.2006.04100.x

Kay, C., & Russette, J. (2000). Hospitality-management competencies. *Cornell Hotel and*

    Restaurant Administration Quarterly, 41(2), 52–63. doi:10.1016/S0010-8804(00)88898-9

Keller, R. T. (2006). Transformational leadership, initiating structure, and substitutes for

    leadership: A longitudinal study of research and development project team

    performance. *Journal of Applied Psychology, 91*(1), 202-210. doi:10.1037/0021-

    9010.91.1.202

Kelley, R., Thornton, B., & Daugherty, R. (2005). Relationships between measures of and school

    climate. *Education, 126*(1), 17-25.

Kezar, A. J. (2001). Understanding and facilitating organizational change in the 21st century. *ASHE-ERIC Higher Education Report, 28*(4). San Francisco, CA: Jossey-Bass.

Kezar, A. J., Carducci, R., & Contreras-McGavin, M. (2006). *Rethinking the "L" word in higher education: The revolution in research on leadership.* Hoboken, NJ: Wiley.

Kim, H. J., & Jeong, M. (2018). Research on hospitality and tourism education: Now and future. *Tourism Management Perspectives, 25*, 119-122.

King, A. S. (1990). Evolution of leadership theory. *Vikalpa, 15*(2), 43-54.

Kirkman, B. L., Chen, G., Farh, J.-L., Chen, Z., & Lowe, K. B. (2009). Individual power distance orientation and follower reactions to transformational leaders: A cross-level, cross-cultural examination. *Academy of Management Journal, 52*(4), 744-764. doi:10.5465/AMJ.2009.43669971

Knode, S., Knode, J. D. (2011). Using a simulation program to teach leadership. *ASCUE Proceedings*, 86-92. http://67.20.69.115/files/proceedings/2011-final.pdf#page=87

Komives, S. R. (2011). Advancing leadership education. In S. R. Komives, S. R., Dugan, J., & Owen, J. E. (Eds.), *The handbook for student leadership development* (p. 1-19). San Francisco, CA: Jossey-Bass.

Kuo, C. C. (2004). Research on impacts of team leadership on team effectiveness. *Journal of American Academy of Business*, *5*(1), 266-277.

Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). Leadership style and organizational learning: The mediate effect of school vision. *Journal of Educational Administration, 48*(1), 7-30.

Kwon, E., Jang, H., & Lee, C. K. (2019). Upscale hotel employees' surface acting: The roles of perceived individualized consideration and emotional intelligence. *Journal of Hospitality and Tourism Management, 41*, 19-27.

Kythreotis, A., Pashiardis, P., & Kyriakides, L. (2010). The influence of school leadership styles and culture on students' achievement in Cyprus primary schools. *Journal of Educational Administration*, *48*(2), 218-240.

Lantz, B. (2013). Equidistance of Likert-type scales and validation of inferential methods using experiments and simulations. *The Electronic Journal of Business Research Methods*, *11*(1), 16-28.

Lashley, C. (2000). *In search of hospitality: Theoretical perspectives and debates.* Oxford, England: Butterworth Heinemann.

Leadership Education Program Directory (2018). International Leadership Association Directory. http://www.ila-net.org/Resources/LPD/index.htm

Lebrón, M. J., Stanley, C. L., Kim, A. J., & Thomas, K. H. (2017). The empowering role of profession-based student organizations in developing student leadership capacity. *New Directions for Student Leadership, 2017*(155), 83-94.

Lee, C. (2013). What curriculum differences exist between hospitality programs: A case study of selected hospitality programs in the US. *International Journal of Hospitality & Tourism Systems, 6*(2).

Leithwood, K. and Jantzi, D. (1990). Transformational leadership: how principals can help reform school cultures. *School Effectiveness and School Improvement, 1*(4), 249-80.

Lolli, J. C. (2013). Interpersonal communication skills and the young hospitality leader: Are they prepared? *International Journal of Hospitality Management, 32*, 295–298. doi:10.1016/j.ijhm.2012.02.010

Lugosi, P., & Jameson, S. (2017). Challenges in hospitality management education: Perspectives from the United Kingdom. *Journal of Hospitality and Tourism Management, 31*, 163-172.

Maccoby, M. (2001). Successful leaders employ strategic intelligence. *Research-Technology Management, 44*(3), 58.

Maier, T. A. (2011). Evaluating the alignment of academic research and industry leadership best practices. *Journal of Hospitality & Tourism Education, 23*(4), 46-51. doi:10.1080/10963758.2011.10697019

Maier, T. A., & Thomas, N. J. (2013). Hospitality leadership course design and delivery" A blended-experiential learning model. *Journal of Hospitality & Tourism Education, 25*, 11-21.

Mason, F. M., & Wetherbee, L. V. (2004). Learning to lead: An analysis of current training programs for library leadership. *Library Trends, 53*(1), 187-217.

McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly, 5*(4), 117-130.

Menon, M. W. (2014). The relationship between transformational leadership, perceived leader effectiveness, and teachers' job satisfaction. *Journal of Educational Administration, 52*(4), 509-528.

Miller, P. (2009). Leadership in the knowledge economy. *Graduate College of Management Papers*, 80.

Min, H., Swanger, N., & Gursoy, D. (2016). A longitudinal investigation of the importance of

    course subjects in the hospitality curriculum: An industry perspective. *Journal of*

    Hospitality & Tourism Education, 28(1), 10–20. doi:10.1080/10963758.2015.1127168

Mitchell, M. M. (1998). *A critical examination of the content of wilderness leadership*

    curriculum [Unpublished master's thesis]. Prescott College, AZ.

Mostafa, A. M. S. (2019). Transformational leadership and restaurant employees' customer-

    oriented behaviours. *International Journal of Contemporary Hospitality Management,*

    *(31)*3, 1166-1182.

Muenjohn, N. (2008). Evaluating the structural validity of the multifactor leadership

    questionnaire (MLQ), capturing the leadership factors of transformational-transactional

    leadership. *Contemporary Management Research, 4*(1), 3-14.

Nachmias, N., Walmsley, B., & Orphanidou, Y. (2017). Students' perception towards hospitality

    education: An Anglo-Cypriot critical study. *Journal of Hospitality, Leisure, Sport &*

    Tourism Education, 20, 134–145. doi:10.1016/j.jhlste.2017.04.007

Ngaithe, L. N., K'Aol, G. O., Lewa, P., & Ndwiga, M. (2016). Effect of idealized influence and

    inspirational motivation on staff performance in state owned enterprises in Kenya.

    European Journal of Business and Management, 8(30), 6-13.

Northouse, P. G. (2009). *Introduction to leadership: Concepts and practices*. Thousand Oaks,

    CA: Sage Publications.

Ogola, M., Sikalieh, D., & Linge, T. (2017). The Influence of Intellectual Stimulation Leadership

    Behavior on Employee Performance in SMEs in Kenya. *International Journal of*

    Business and Social Science, 8(3), 89-100.

Okeiyi, E., Finley, D., & Postel, R. T. (1994). Food and beverage management competencies: Educator, industry and student perspective. *Hospitality & Tourism Educator, 6*(4), 37–40. doi:10.1108/0959611111112253.

Ololube, N. P. (2013). *Educational management, planning and supervision: Model for effective implementation*. Owerri: SpringField Publishers.

Oskam, J. A., Dekker, D. M., & Wiegerink, K. (Eds.). (2017). *Innovation in hospitality education: Anticipating the educational needs of a changing profession* (Vol. 14). New York, NY: Springer.

Padron, T. C., & Stone, M. J. (2019). Leadership skills in event management courses. *Event Management, 23*(6), 927-937. https://doi.org/10.3727/152599518X15403853721321

Panagopoulous, N., & Dimitriadis, S. (2009). Transformational leadership as a mediator of the relationship between behavior-based control and salespeople's key outcomes. *European Journal of Marketing, 43*(7), 1008-1031.

Patiar, A., & Wang, Y. (2016). The effects of transformational leadership and organizational commitment on hotel departmental performance. *International Journal of Contemporary Hospitality Management, (28)*3, 586-608.

Perman, L., & Mikinac, K. (2014). Effectiveness of education processes in tourism and hospitality in the Republic of Croatia. In *Tourism and Hospitality Industry 2014 – Trends in Tourism and Hospitality Management*.

Petrillose, M. J., & Montgomery, R. (1997). An exploratory study of internship practices in hospitality education an industry's perception of the importance of internships in hospitality curriculum. *Journal of Hospitality & Tourism Education, 9*(4), 46–51. doi:10.1080/10963758.1997.10685352

Priest, K. L., & Jenkins, D. M. (2019). Developing a vision of leadership educator professional practice. *New Directions for Student Leadership*, *2019*(164), 9-22.

Raybould, M., & Wilkins, H. (2005). Overqualified and under experienced: Turning graduates into hospitality managers. *International Journal of Contemporary Hospitality Management, 17*(3), 203–216. doi:10.1108/09596110510591891

Razak, N. A. B. A., Jaafar, S. N. B., Hamidon, N. I. B., & Zakaria, N. B. (2015). Leadership styles of lecturer's technical and vocational in teaching and learning. *Journal of Education and Practice, 6*(13), 154-158.

Reich, A. Z., Collins, G. R., & DeFranco, A. L. (2016). Is the road to effective assessment of learning outcomes paved with good intentions? Understanding the roadblocks to improving hospitality education. *Journal of Hospitality, Leisure, Sport & Tourism Education*, *18*, 21-32.

Richardson, R. (2015). *Business applications for multiple regression* (2nd Ed.). New York, NY: Business Expert Press.

Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). *Leadership education at the undergraduate level: A liberal arts approach to leadership development*. In S. E. Murphy & R. E. Riggio (Eds.), The future of leadership development (p. 223-236). Mahwah, NJ: Lawrence Erlbaum Associates.

Robbins, S. P., Judge, T. A. & Sanghi, S. (2007). *Organizational behavior* (12th Ed.). India: Prentice Hall.

Rowold, J. (2005). *Multifactor leadership questionnaire*. Mind Garden. https://www.mindgarden.com/documents/MLQGermanPsychometric.pdf

Salter, C., Harris, M., & McCormack, J. (2014). Bass & Avolio's full range leadership model and

    moral development. *E-Leader Milan*, 28.

Sanders, K., & Shipton, H. (2012). The relationship between transformational leadership and

    innovative behavior in a healthcare context: A team learning versus a cohesion

    perspective. *European Journal of International Management, 6*, 83– 100.

Saunders, R. (2004). Leadership training in hospitality. *Hospitality Review, 22*(1), 30-40.

Scheule, B., & Sneed, J. (2001). Leadership in hospitality management programs: A model for

    learning from leaders. *Journal of Hospitality & Tourism Education, 13*(2), 34-37.

Scott, N. M., Puleo, V. A., & Crotts, J. C. (2008). An analysis of curriculum requirements among

    hospitality and tourism management programs in AACSB colleges of business in the

    United States. *Journal of Teaching in Travel & Tourism, 7*(4), 71–83.

    doi:10.1080/15313220802061014

Seemiller, C., & Priest, K. (2015). The hidden "who" in leadership education: Conceptualizing

    leadership educator professional identity development. *Journal of Leadership Education,*

    14(3), 132-151. Retrieved from https://doi.org/10.12806/V14/I3/T2

Seemiller, C., & Priest, K. L. (2017). Leadership educator journeys: Expanding a model of

    leadership educator professional identity development. *Journal of Leadership Education,*

    16(2), 1-22.

Sethibe, T., & Steyn, R. (2015). The relationship between leadership styles, innovation and

    organizational performance: A systematic review. *South African Journal of Economic*

    and Management Sciences, 18(3), 325-337. https://dx.doi.org/10.17159/2222-

    3436/2015/V18N3A3

Sharma, S., & Sharma, R. (2019). Culinary skills: the spine of the Indian hospitality industry: Is the available labor being skilled appropriately to be employable? *Worldwide Hospitality and Tourism Themes, 11*(1), 25-36. https://doi.org/10.1108/WHATT-10-2018-0061

Sheehan, M., Grant, K., & Garavan, T. (2018). Strategic talent management: A macro and micro analysis of current issues in hospitality and tourism. *Worldwide Hospitality and Tourism Themes, 10*(1), 28-41.

Sigala, M., & Christou, E. (2003). Enhancing and complementing the instruction of tourism and hospitality courses through the use of on-line educational tools. *Journal of Hospitality & Tourism Education, 15*(1), 6–15. doi:10.1080/10963758.2003.10696755

Silins, H. C., Mulford, W. R., & Zarins, S. (2002). Organizational learning and school change. *Educational Administration Quarterly, 38*(5), 613-42.

Sipe, L. J., & Testa, M. (2020). A dynamic model of mentoring for hospitality leadership development. *Open Journal of Leadership*, *9*(1), 11-33.

Sisson, L. G., & Adams, A. R. (2013). Essential hospitality management competencies: The importance of adaptive skills. *Journal of Hospitality and Tourism Education, 25*(3), 131-145.

Smith, B. S., & Squires, V. (2016). The role of leadership style in creating a great school. *SELU Research Review Journal, 1*(1), 65-78.

Sutcher, L., Podolsky, A., Kini, T., & Shields, P. M. (2018). *Learning to lead: Understanding California's learning system for school district leaders*. Learning Policy Institute. https://www.gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Sutcher.pdf

Tas, R. F. (1988). Teaching future managers. *The Cornell Hotel & Restaurant Administration Quarterly, 29*(2), 41–43. doi:10.1177/001088048802900215

Tas, R. F., LaBrecque, S. V., & Clayton, H. R. (1996). Property-management competencies for management trainees. *Cornell Hotel and Restaurant Administration Quarterly*, *37*(4), 90-96.

Tesone, D. V., & Ricci, P. (2006). Toward a definition of entry-level job competencies: Hospitality manager perspectives. *International Journal of Hospitality and Tourism Administration, 7*(4), 71–86. doi:10.1300/J149v07n04_04

Tesone, D. V. (2012). Hospitality leadership college programs: Competency evolution or transitional terminology? *Journal of Tourism Research & Hospitality, 1*, 1-4.

Testa, M. R. (2007). A deeper look at national culture and leadership in the hospitality industry. *International Journal of Hospitality Management, 26*(2), 468–484.

Testa, M. R., & Sipe, L. (2012). Service-leadership competencies for hospitality and tourism management. *International Journal of Hospitality Management, 31*, 648-658.

Thormann, J. (2012). Encouraging online learner participation. *Online Classroom, 12*, 1-2.

Tichy, N. M., & Devanna, M. A. (1986). *Transformational leader*. New York, NY: Wiley.

Tracey, J. B., & Hinkin, T. R. (1996). How transformational leaders lead in the hospitality industry. *International Journal of Hospitality Management, 15*(2), 165–176.

Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. *The Leadership Quarterly*, *18*(4), 298-318.

Van Seters, D. A., & Field, R. H. G. (1990). The evolution of leadership theory. *Journal of Organizational Change Management, 3*(3), 29-45.

Vitale, A. T. (2010). Faculty development and mentorship using selected online asynchronous teaching strategies. *The Journal of Continuing Education in Nursing, 41*, 549-556

Watson, K. (2005). Seven precepts for leadership research. *Management in Education, 19*(5), 19-21.

Weber, M. R., Crawford, A., Lee, J., & Dennison, D. (2013). An exploratory analysis of adaptive skill competencies needed for the hospitality industry. *Journal of Human Resources in Hospitality & Tourism, 12*(4), 313–332. doi:10.1080/15332845.2013.790245

Weber, M. R., Lee, J. H., & Dennison, D. (2015). Using personality profiles to help educators understand ever-changing hospitality students. *Journal of Teaching in Travel & Tourism, 15*(4), 325–344.

West, J., & Tonarelli-Frey, S. (2008). *Handbook of Hospitality Strategic Management.* Burlington, MA: Elsevier.

Williams, J. A., Benjamin, S., Kitterlin-Lynch, M., Brown, E. A., Schoffstall, D., & Zaman, M. M. (2018). Hospitality faculty mentoring program for assistant professors. *Journal of Hospitality & Tourism Education, 31*(2), 111-118. doi: 10.1080/10963758.2018.1486198

Winston, B. E., & Patterson, K. (2006). An integrative definition of leadership. *International Journal of Leadership Studies, 1*(2), 6-66.

Witziers, B., Bosker, R. J., & Kruger, M. L. (2003). Educational leadership and student achievement: The elusive search for an association. *Educational Administration Quarterly, 39*(3), 398-425.

Wolfe, K. L., Phillips, W. J., & Asperin, A. (2014). Using hotel supervisors' emotional intelligence as a benchmark for hospitality students. *Journal of Hospitality & Tourism Education, 26*(1), 2-7. doi:10.1080/10963758.2014.880615

Wood, R. C. (2013). *Key concepts in hospitality management.* London, England: Sage

    Publishing.

Wren, D. (2005). *The history of management thought* (5th ed.). Hoboken, NJ: John Wiley and

    Sons Incorporated.

Wren, J. T., Riggio, R., & Genovese, M. (2009). *Leadership and the liberal arts: Achieving the*

    promise of a liberal education. New York, NY: Palgrave Macmillan.

Yaseen, S., Ali, H. Y., & Asrar-ul-Haq, M. (2018). Impact of organizational culture and

    leadership style on employee commitment towards change in higher education

    institutions of Pakistan. *Paradigms, 12*(1), 44-53.

Yeo, R. K. (2006). Developing tomorrow's leaders: Why their worldviews of today matter?

    Industrial and Commercial Training, 38(2), 63-69.

Yukl, G. (2010). *Leadership in organizations* (7th Ed.). Upper Saddle River, NJ: Prentice Hall.

Yuld, G. (1994). *Leadership in organizations*. Englewood Cliffs, NJ: Prentice-Hall.

Zdaniuk, A., & Bobocel, D. R. (2015). The role of idealized influence leadership in promoting

    workplace forgiveness. *The Leadership Quarterly, 26*(5), 863-877.

Zhong, Y., Couch, S., & Blum, S. C. (2013). The role of hospitality education in women's career

    advancement: Responses from students, educators, and industry recruiters. *Journal of*

    Teaching in Travel & Tourism, 13, 282-304.

Zimmerman-Oster, K., & Burkhardt, J. (1999). Leadership in the making: Impact and insights

    from leadership development programs in U.S. colleges and universities. *Journal of*

    Leadership & Organizational Studies, 6(3-4), 50-66.

Zopiatis, A., & Constani, P. (2012). Extraversion, openness, and conscientiousness: The route to transformational leadership in the hotel industry. *Leadership & Organization Development Journal, 33*(1), 86–104.

Appendix A - Qualitative and Data Collection Email

Communications and Instruments

Focus Group/Interview Request for Participation Email

Hello [Insert Faculty Name],

I am a Ph.D. candidate in Hospitality Administration at Kansas State University, and I am performing a research project on hospitality management leadership integration in classroom instruction. I would like to invite you to participate in a focus group/interview involving hospitality management faculty to explore which leadership styles of hospitality management educators relate to leadership classroom instruction integration. Once the IRB application is approved, I will begin collecting data in the next few weeks. Would you be willing to be a part of the 60-minute focus group/interview? If so, I will send you meeting times to indicate your availability. Once a mutually convenient time is achieved of all focus group/interview participants, a formal calendar invite with Zoom link instructions will be emailed to you. I appreciate your time and look forward to your reply. Thank you.

Focus Group/Interview Date/Time Setup Email

Hello [Insert Faculty Name],

Thank you for agreeing to be a part of the focus group/interview to explore which leadership styles of hospitality management educators relate to leadership classroom instruction. Please navigate to the following Doodle poll https://doodle.com/poll/b62gw3y6927r8pis to indicate the dates and times you are available to participate in a 60-minute focus group/interview. Please complete the Doodle poll by [insert response date]. Thank you again for your participation in this dissertation research project.

Focus Group/Interview Invitation and Instruction Email

Hello [Insert Faculty Name],

Thank you for agreeing to be a part of the focus group/interview to explore which leadership styles of hospitality management educators relate to leadership classroom instruction. The focus group/interview will take part on [insert date] at [insert time] and last approximately 60-minutes. Please use the following Zoom link to join the focus group: https://ksu.zoom.us/j/2695982113. Please navigate to the following link to review the informed consent and indicate your participation. https://kstate.qualtrics.com/jfe/form/SV_20ha7ys4rkZ6Tlj. Should you have any questions prior to the meeting, please email me. Thank you.

Focus Group/Interview Informed Consent

Thank you for agreeing to participate in this focus group or interview. Your participation in this research project is greatly appreciated. Leadership skills have a long history of existence in higher education. Therefore, the purpose of this research study is to explore which leadership styles of hospitality management educators relate to leadership classroom instruction integration in hospitality management.

It is understood that by participating in this focus group, you are agreeing to be included in the study. Your involvement is voluntary, and you may stop at any time without penalty. The benefits associated with participation in this focus group are to further hospitality management education. Risk is minimal to participating in the focus group. All results will be reported as group data and your answers will remain private. The information collected as part of the research, even if identifiers are removed, will not be used or distributed for future research studies.

The focus group or interview should last no more than 60-minutes and will be audio recorded. I will ask questions related to your experience and views of leadership in the classroom where you work. There are no foreseeable risks for your participation and no compensation for your time. Your responses and identity will remain confidential and referred to only by code.

For questions regarding the research project, please contact Annamarie Sisson at adsisson@k-state.edu or Dr. Kevin Roberts at kevrob@k-state.edu. For questions about your rights in this study or the research process, you may contact the University Research Compliance Office at (785) 532-3224 or Dr. Rick Scheidt, Chair, Committee on Research Involving Human Subjects at (785) 532-3224, 203 Fairchild Hall, Kansas State University, Manhattan, KS, 66506.

If participants are interested in the results of this study, a summary of results will be available at K-state Research Exchange (http://krex.k-state.edu/dspace/).

Do you consent to participate in the focus group?

Do I have your permission to audio record the focus group?

Focus Group/Interview Instrument

I am interested in the development of leaders for the hospitality industry. As a starting point, I hope to learn more about the ways that leadership education and training is integrated into hospitality courses. For the purpose of this study, we will define leadership as a process of influencing people and groups to achieve common goals (Northouse, 2013). Leader development is "the expansion of a person's capacity to be effective in leadership roles and processes" (Van Velsor & McCauley, 2004). Leadership education is defined as the pedagogical approaches to facilitating leadership learning and development (Priest & Jenkins, 2019)

1. Tell me about your own professional development as it pertains to leadership and leadership education.

2. What kind of leadership knowledge and skills do you think is needed for students entering the hospitality industry?

3. Do you integrate leadership knowledge and skills in your courses?
   a. If yes …
      i. What is your approach to integration?
      ii. Why do you integrate leadership in classroom instruction?
      iii. What is the importance of leadership integration to you?
      iv. Give some examples of the methods in which you integrate leadership into the classroom?
      v. What are some of the challenges you experience in integrating leadership?
   b. If no …
      i. What are some of the barriers to integrating leadership in the classroom?

4. Is there anything else you would like to share with me?

Appendix B - Quantitative Data Collection Email Communications

and Instruments

Informed Consent

Leadership skills with classroom integration in hospitality management higher education

Dear educator,

Thank you for agreeing to take this survey. Your participation in this research project is greatly appreciated. Leadership skills and curriculum change to industry needs have a long history of existence in higher education. Therefore, the purpose of this study is to determine which leadership styles of hospitality management educators relate to leadership integration in hospitality management curricula.

It is understood that by finishing this survey, you are agreeing to be included in the study. Your involvement is voluntary, and you may stop at any time without penalty. The benefits associated with taking this survey are to further hospitality management education. The risk is minimal to taking this survey. All results will be reported as group data and your answers will remain private. The information collected as part of the research, even if identifiers are removed, will not be used or distributed for future research studies. It will take approximately nine minutes to complete the questionnaire. **Please carefully read and answer each question.**

For questions regarding the research project, please contact Annamarie Sisson at adsisson@k-state.edu or Dr. Kevin Roberts at kevrob@k-state.edu. For questions about your rights in this study or the research process, you may contact the University Research Compliance Office at (785) 532-3224 or Dr. Rick Scheidt, Chair, Committee on Research Involving Human Subjects at (785) 532-3224, 203 Fairchild Hall, Kansas State University, Manhattan, KS, 66506. If participants are interested in the results of this study, a summary of results will be available at the K-State Research Exchange (http://krex.k-state.edu/dspace/), once the study is complete and data has been analyzed.

By continuing, you agree to participate in this study and that you are at least 18 years of age. Thank you very much for your participation in this research. I agree to take this survey. I have read the above letter of informed consent and I understand that all my answers are completely confidential.

☐ Yes
☐ No

Do you currently work in the hospitality industry or academia?

☐ Industry
☐ Academia

Multifactor Leadership Questionnaire

This questionnaire is to describe your leadership style as you perceive it. Please answer all items. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

MLQ   Multifactor Leadership Questionnaire™
Leader Form (5x-Short)

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.**

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

1.	I provide others with assistance in exchange for their efforts..	0 1 2 3 4
2.	I re-examine critical assumptions to question whether they are appropriate	0 1 2 3 4
3.	I fail to interfere until problems become serious...	0 1 2 3 4
4.	I focus attention on irregularities, mistakes, exceptions, and deviations from standards	0 1 2 3 4
5.	I avoid getting involved when important issues arise..	0 1 2 3 4

Due to MLQ copyright through Mind Garden, Inc., all questionnaire items are not displayed

---

Classroom Instruction Integration Instrument

This section asks about your integration of leadership in the classroom.

What is your perceived importance of hospitality management faculty integration of leadership in classroom instruction?

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
Necessary for student development	☐	☐	☐	☐	☐
Prepares students for industry careers	☐	☐	☐	☐	☐
Promotes leadership education	☐	☐	☐	☐	☐
Leadership is a pertinent skill to possess	☐	☐	☐	☐	☐
Part of student learning outcomes	☐	☐	☐	☐	☐
The dean or department head wants me to directly/indirectly teach leadership theory and practice	☐	☐	☐	☐	☐
Promotes skills such as communication and ethical decision making	☐	☐	☐	☐	☐

How often do you integrate the following educational methods of leadership in classroom instruction?

	Always	Most of the time	About half the time	Sometimes	Never
Student-led classroom discussions	☐	☐	☐	☐	☐
Instructor-led classroom discussions	☐	☐	☐	☐	☐
Textbook readings about leadership	☐	☐	☐	☐	☐
Student-led group formation	☐	☐	☐	☐	☐
Student-led delegation of group tasks	☐	☐	☐	☐	☐
Group rules created by students	☐	☐	☐	☐	☐
Peer-to-peer classroom reflection/coaching/evaluation	☐	☐	☐	☐	☐
Simulations/case studies/games that involve decision making	☐	☐	☐	☐	☐

What are your perspectives about using various types of leadership integration in your classroom instruction?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Experiential learning is highly motivating for my students	☐	☐	☐	☐	☐
Group projects allow my students to learn leadership skills	☐	☐	☐	☐	☐
A combination of curricular and co-curricular activities is key to building student leadership skills	☐	☐	☐	☐	☐
The importance of leadership integration is driven by the dean or department head	☐	☐	☐	☐	☐

Demographics Instrument

The last section asks about you. Remember, all responses will be kept strictly confidential and no identifiable information will be collected.

Which of the following best describes your faculty appointment?
- ☐ Administrator
- ☐ Full Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☐ Lecturer/Instructor
- ☐ Other, please specify:_____

How many years have you been an administrator?
- ☐ Less than 1 year
- ☐ 1-3 year
- ☐ 4-6 year
- ☐ 7-9 year
- ☐ More than 10 years

How many years of hospitality management education experience do you have?
- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 20 years

How many years of hospitality management industry experience do you have?
- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 20 years

How many student learning outcomes (SLOs) related to leadership are identified in your program?
- ☐ 0
- ☐ 1-2
- ☐ 3-4
- ☐ 5-6
- ☐ 7-8
- ☐ 9-10
- ☐ More than 10

Where is your hospitality education program housed?
- ☐ Freestanding college or school
- ☐ Within a business college or school
- ☐ Within an agricultural college or school
- ☐ Within a human ecology or human sciences college or school
- ☐ Other, please specify _____

What is your age?
- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55 or older
- ☐ Prefer not to answer

How would you describe your gender?
- ☐ Male (including transgender men)
- ☐ Female (including transgender women)
- ☐ Prefer not to answer

What is your ethnicity? (select all that apply)
- ☐ American Indian or Native Alaskan
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White/Caucasian
- ☐ Other
- ☐ Prefer not to answer

Quantitative Pilot Study Questions

Did the cover letter provide a clear understanding of the purpose of the study?
- ☐ Yes
- ☐ No, please explain_____

Are the instructions for completing the survey clear?
- ☐ Yes
- ☐ No, please explain_____

Are the questions this section clearly stated?
- ☐ Yes
- ☐ No, please explain_____

Please provide any additional comments or suggestions related to the format or wording of the questionnaire below.

_____
_____

Quantitative Survey Preliminary Review Request for Participation

Hello [Insert Faculty Name],

I am a Ph.D. candidate in Hospitality Administration at Kansas State University, and I am performing a research project on hospitality management leadership integration in classroom instruction. I would like to request your review of the survey instrument for content and design. If willing to participate, I will email you detailed instructions to review the survey instrument. I appreciate your time and look forward to your reply. Thank you.

Quantitative Survey Preliminary Review Distribution Email

Hello [Insert Faculty Name],

Thank you for agreeing to be a part of the preliminary review of my dissertation quantitative survey instrument. Please review the attached survey. You may indicate changes directly on the document by clicking the Review tab then 'New Comment.' Please provide guidance on items such as:

Survey flow
Is wording technically correct and appropriate?
Clarity of content
Spelling & grammar
Additions to responses

Once complete, please email me a copy of the document prior to [insert date]. Should you have any questions, please email me. I appreciate the time and effort to advance in my research study.

Thank you.

Quantitative Survey Distribution Email

Hello [Insert Faculty Name],

I am a Ph.D. candidate in Hospitality Administration at Kansas State University, and I am performing dissertation research on hospitality faculty leadership integration in classroom instruction. Your willingness to support this dissertation research would be greatly appreciated. Instructions are located at the start of the survey; this will be anonymous through Qualtrics. The survey can be completed at https://bit.ly/hmleadership. I would like to cease data collection on Tuesday, March 24th. I will send reminder emails throughout the data collection period. If you have any questions, please email me. Thank you again for your time.

Quantitative Survey Data Collection Reminder Email

Hello [Insert Faculty Name],

This is a reminder that I am collecting data from hospitality management faculty on leadership

skills with classroom instruction integration. Your willingness to support this dissertation

research is greatly appreciated. The anonymous survey can be completed

at https://bit.ly/hmleadership. I will cease data collection on Tuesday, March 24th. If you have

any questions, please email me. Thank you again for your time.

Appendix C - Survey Instrument Approval

Multifactor Leadership Questionnaire[TM]

Instrument (Leader and Rater Form)

and Scoring Guide
(Form 5X-Short)

by Bruce Avolio and Bernard Bass

Published by Mind Garden, Inc.

info@mindgarden.com
www.mindgarden.com

Appendix D - IRB Approval

TO: Dr. Kevin Roberts   Proposal Number: 10008
        Hospitality Management
        106 Justin Hall

FROM: Cheryl Doerr for Rick Scheidt, Chair
        Committee on Research Involving Human Subjects

DATE: 01/21/2020

RE: Proposal Entitled, "Leadership skills with classroom instruction integration in hospitality
        management higher education"

The Committee on Research Involving Human Subjects / Institutional Review Board (IRB) for Kansas State
University has reviewed the proposal identified above and has determined that it is EXEMPT from further
IRB review. This exemption applies only to the proposal - as written – and currently on file with the IRB.
Any change potentially affecting human subjects must be approved by the IRB prior to implementation and
may disqualify the proposal from exemption.

Based upon information provided to the IRB, this activity is exempt under the criteria set forth in the
Federal Policy for the Protection of Human Subjects, **45 CFR §46.101, paragraph b, category: 2,
subsection: ii.**

Certain research is exempt from the requirements of HHS/OHRP regulations. A determination that
research is exempt does not imply that investigators have no ethical responsibilities to subjects in such
research; it means only that the regulatory requirements related to IRB review, informed consent, and
assurance of compliance do not apply to the research.

Any unanticipated problems involving risk to subjects or to others must be reported immediately to the
Chair of the Committee on Research Involving Human Subjects, the University Research Compliance
Office, and if the subjects are KSU students, to the Director of the Student Health Center.

203 Fairchild Hall, Lower Mezzanine, 1601 Vattier St., Manhattan, KS 66506-1103 | 785-532-3224 | fax: 785-532-3278
comply@k-state.edu | k-state.edu/comply

139