



Exploring Leadership Development Practices and their Influence on  
Organisation Performance: A multiple-case-study approach in four-  
star Jordanian hotels

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## **Abstract**

The current thesis explores leadership development practices and their influence on perceived organisation performance in Jordanian four-star hotels from the leaders' and employees' viewpoints in different hotel contexts.

Challengers and statistics (Batarseh, 2018; Nazzal, 2018; Saadeh, 2018; MOTA, 2019; Madaeen, 2020) state that there is a persisting low performance in the indicated hotel segment, which undermines its contribution to the Jordanian hotel industry and the gross domestic product (Mena Report, 2018; MOTA, 2019). Although many factors impede performance enhancement within this category (Alzoubi and Jaafar, 2020), this thesis focuses on exploring and understanding the leadership development practices and their returns on perceived organisational performance within the mentioned category.

This thesis relies on qualitative methods which stem from the constructionism interpretive standpoint. A multiple-case study is conducted through which it follows the recruitment of participants (managers and employees) from different four-star hotels situated in Jordan. The thesis applied the purposive sampling method to determine its cases and employed semi-structured, open-ended, in-depth questions for interviewing the participants, while the thematic analysis approach helps to interpret the data collected.

The findings showed that development practices are utilised in professional development rather than leadership development. Moreover, they are used in primitive ways with minimal influence on development and performance. Hence, there is only a capacity development dimension, which limits the progressive and organisation-success planning. Furthermore, formal training development was barely observed in the managers' answers and was noticeable by its absence for employees' development. Rather, only occasional external (out of the hotel) training, online training programs and face-to-face orientation were detected.

Furthermore, other flaws were observed in these hotels' selection, recruitment, training and development processes.

Moreover, it was noticed that employees holding “basic education” with “minimum training and knowledge” build their abilities from experience as the main enabler, thereby limiting their development process. Learning by “experience” does not present leadership development but indicates professional capacity building. Further, more personality-driven leadership was observed in the employees' perception as many believe that leadership quality stems from the inbuilt personality. Hence, the findings revealed the poor employment of those practices in the studied hotels, where they also shed light on the substantial challenges that hinder development in this area.

In addition, constructs such as “learning”, “change”, or the clarity on performance measurement of the hotel and its employees were not fully observed as participants seemed unclear about the evaluation procedures and key performance criteria.

Customer satisfaction was only reached in the studied hotels by customer opinions, comments or reviews, social media, relations with customers and employee and manager observations. Therefore, strategic, systematic, and scientific non-metric evaluations are not seen in the participants' perceptions, and this fosters a need to explore the possibilities through which leadership development practices could be established and their linkage with the perceived level of increase or decrease in performance could be observed.

Finally, the findings reflect the lack of recourses, both financial and non-financial, needed in order to achieve higher performance and it is clear that strategic planning is not implemented. Besides, the gaps also indicate that informants who think organisational culture is an enabler for PLDPs are not discerning its negative influence and the need to change.

Accordingly, continuous professional development is needed on the organisational and individual levels. Therefore, a leadership development framework is provided for the studied hotels, followed by measures to solve the leadership development issues found in the outcome of this study, which could also usefully be transferred to other hotels in the same category.

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# 1 Introduction

## 1.1 Introduction

This chapter introduces the thesis as a study exploring leadership development practices in several different four-star hotels in Jordan and their influence on organisational performance. Challenges and Statistics suggest that there is a persisting low performance in the indicated hotel segment, which undermines its contribution to the Jordanian hotel industry and the gross domestic product (Batarseh, 2018; Nazzal, 2018; *Mena Report*, 2018; Saadeh, 2018; Jordan and MOTA, 2019; Madaeen, 2020). Moreover, the Ministry of Tourism and Antiquities (MOTA) statistics demonstrate that occupancy rates in this category were less than 50% throughout most of the period 2005 to 2019, a performance phenomenon confirmed by this governmental body<sup>1</sup>. According to literature and practitioners, occupancy rates, in addition to revenues and sales, reflect organisation performance (Sun and Lu, 2005; Waller, 2007; Richard *et al.*, 2009; Al-Saleem and Al-Juboori, 2013; Batarseh, 2018; Nazzal, 2018; Saadeh, 2018; Subramony *et al.*, 2018; Eisen and Resco, 2020); therefore they can be considered to reflect the current low-performance of hotels in this area.

Furthermore, based on the managers' narratives (Batarseh, 2018; Nazzal, 2018; Madaeen, 2020) and literature, leadership development issues form a vital area for hindering hotels' performance improvements (Robertson *et al.*, 2001; H. Kabasakal and Bodur, 2002; Alexander, Nathan and Kendall, 2017). Hence, as confirmed by evidence, this continuous low hotel performance is affected by both political and economic factors and by leadership development

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<sup>1</sup> By Mota, 2019 statistics, occupancy rates were - 2015:35.2%, 2016:40%, 2017:38.2%, 2018:37.8%, and 2019:43.9%. According to (Eisen and Resco, 2020) operational breakeven occupancy rates range- where a zero loss or gain is achieved, among the middle east hotels is between 29.5% and 33.4%. Therefore, the above occupancy rates mentioned by MOTA are considered to be low rates which means low performance within the Jordanian four-star hotels.

issues (Alzoubi and Jaafar, 2020). Therefore, the present thesis aims to unravel leadership development processes within the studied sectors through determining leaders' and employees' perceptions and by exploring leadership development practices that influence performance. This goal is vital for extant and future investors.

Given the above, the current study reviews the literature related to this topic and seeks to understand the leadership development practices undertaken in the studied Jordanian hotel segment as they relate to organisation performance standards.

Consequently, this thesis probes the literature related to leadership development practices and contemporary interconnected leadership development styles, specifically transformational leadership (TFL) and authentic leadership (AL), which, according to evidence, influence the development of leadership processes (Bass and Avolio, 1993; Avolio and Gardner, 2005; Brown, Treviño and Harrison, 2005; Bass and Riggio, 2006; Yukl *et al.*, 2013; Banks *et al.*, 2016; Xie *et al.*, 2018).

Firstly, the study investigates leadership development literature, focusing on leadership development practices because these connect to the processes needed to develop leaders and leadership within the studied hotels (Day, 2001). Thus, conceptual measures from the above field would be utilised to explore leadership development practices in the context of Jordanian four-star hotels.

Secondly, literature has evidenced the impact of leadership style on leadership development (Bass and Avolio, 1993; Avolio and Gardner, 2005; Brown, Treviño and Harrison, 2005; Bass and Riggio, 2006; Yukl *et al.*, 2013; Banks *et al.*, 2016; Xie *et al.*, 2018), however, this area has yet to be further explored in the Jordanian context. Hence, this forms a part of the present thesis' objectives as a base for a suggested framework and future measures.

## **1.2 Leadership Development Practices (LDPs)**

As seen in the literature, the theoretical model views leadership development practices in two dimensions: intrapersonal and interpersonal (Day and Dragoni, 2015; Subramony *et al.*, 2018). Differentiated LDPs, such as internal and external formal training, assessments, mentoring and coaching, are categorised on the intrapersonal level. In comparison, integrated LDPs include action learning, network events, stretch assignments, and job rotations within the interpersonal level. On the one hand, intrapersonal development focuses on human capital knowledge, skills and abilities (KSA) like cognitive and behavioural skills, identity and self-regulation, whereas by contrast, interpersonal development concentrates on social capital KSA, such as building relationships and engaging in authentic leadership with followers. However, both collectively influence performance at the individual and organisational levels.

There is insufficient theoretical work on the organisational level which can measure the influence of LDPs on organisational performance (Subramony *et al.*, 2018). Hence, the present study explores LDPs and their influence on organisation performance OP as a reference point within the selected case studies, as it seeks to expand the literature with empirical and contextual knowledge within this domain. It also probes into this area among the top and bottom levels of the organisation. Thus, depending on the studied leadership development practices performed inside those hotels and their influence on OP, the thesis contributes to literature and practice within the mentioned field, at the individual and organisational levels, in this business segment, hence helping, eventually, to transform hotels' performance through a suggestive framework and measures.

### **1.3 Personal Motivation**

Jordan is a tourist destination in the Middle-East; it has numerous historical and archaeological sites. The Jordanian economy depends on hospitality and tourism as two vital areas within its economy comprising more than 10% of the Jordanian gross domestic product GDP (Mena Report, 2018). Within those areas, the hotel industry forms a vital sector. Thus, improved OP in this market, which reflects on the industry's income, could raise its contribution to GDP. As part of the hotel industry, four-star hotels make up 13% of the classified hotel segment (Jordan and MOTA, 2019). Being part of the hospitality business community, the researcher is particularly concerned about four-star hotels related to his family's investments. Hence, this segment's low performance, which the researcher experienced personally, led him to delve into leadership development issues within the four-star hotels.

In view of the above, this study is concerned with determining how and why hotel leaders and followers view leadership development practices and consider their influence on the organisation performance (OP), viewed as a reference point, within the four-star Jordanian hotels.

### **1.4 Research Problem**

According to Sekaran and Bougie (2016), a research problem is the opportunity to correct a known problem, but also indicates an “interest in an issue where finding the right answers might improve an existing situation.” Thus, it is useful to indicate a problem where a gap exists between a current situation and one which can be improved (Sekaran and Bougie, 2016).

Therefore, the current research problem is to understand a variety of factors that might reasonably influence the organisational performance. One of the main factors which causes low organisation performance, according to professional anecdotes and evidence (Batarseh, 2018; Nazzal, 2018; Mena Report, 2018; Saadeh, 2018; Jordan and MOTA, 2019; Madaeen, 2020), is leadership development. Indeed, the literature strongly correlates organisational performance with leadership style and leadership development.

As leaders and followers, both have a strong contribution to make in gaining leadership experience and literature has shown the importance to the unit of shaping the leadership experience (Day and Dragoni, 2015; Subramony *et al.*, 2018); based on this logic, this study explored LDPs held among leaders and followers and attempted to understand their perspectives to fill a critical extant gap between the current organisation's performance and much needed improvement.

Furthermore, literature has given significant importance to the context in leadership studies (London, 2002; Avolio and Gardner, 2005; Shamir and Eilam, 2005; Bass and Riggio, 2006; Sheikh *et al.*, 2013; Day and Dragoni, 2015; Gosling, 2016; Subramony *et al.*, 2018; Day *et al.*, 2021). Thus, it is worth understanding how the context influences the leaders and followers' perspectives. Thus, the present research chooses to delve in-depth into the contextual views of leaders and followers who deal with "leadership development practices" within Jordanian four-star hotels.

In addition to addressing the VUCA world (Volatility, Uncertainty, Complexity, and Ambiguity) (Bennis and Nanus, 1985) and the challenges of a continuously changing unstable situation in the Jordanian context (Khasawneh and Alfandi, 2019); indeed, it is significant to understand the contextual influence on leadership development practices and understand the viewpoint of leaders and followers, so that practice and behavioural gaps can be identified.

This research, therefore, contributes to facilitating a deeper understanding of followers and leaders on the present status of leadership development practices and their relevance to organisational performance. This would support the hotel's top level management and policy makers to better understand and adopt the research's results while developing their plans, thereby enabling these hotels to perform better in the coming decade.

### **1.5 Research Rationale**

Notably, four-star hotels' leadership development is a critical area to explore in the Jordanian context because of its problematic relationship with low-level organisational performance (Batarseh, 2018; Nazzal, 2018; Saadeh, 2018). Consequently, findings could reveal discrepancies in the leadership development practices which contribute to the sector's low-performance and develop leaders' leadership ability that could solve the problem.

A proximate problematic case showed that the most common technique in leading industrial organisations in Jordan is the authoritarian model, which reflects a symbol for personality traits and special abilities embedded in the person (Shehadeh and Matarneh, 2014). However, the modern era requires different leadership approaches consisting of specialised leadership skills. As seen from various papers (Nour, 2004; Al-Ababneh and Lockwood, 2010), such skills could reflect specific activities that will in future empower subordinates.

Accordingly, the study recommended adopting constructs contained in the democratic leadership model, which improves the decision-making process that produces better organisational performance, a step toward leadership development.

Moreover, it is well known that Jordan's leadership style in almost all sectors and industries is related to the national culture, which mirrors that of the Middle East. This regional culture is associated with the authoritarian model, which is more acceptable among leaders in



this region and less effective on subordinates (Robertson *et al.*, 2001; Kabasakal and Bodur, 2002; Alexander, Nathan and Kendall, 2017).

As a result, the above factual elements have played a crucial role in motivating this study because they reflect a leadership model that undermines followers' conduct, reducing organisational performance. They are also related to the current research problem because they reflect a leadership condition that may reflect low OP. Furthermore, these elements could be found in the studied hotels, impeding their performance improvement. Thus, exploring leadership development practices in these hotels is encouraging because it seeks to understand them and their influence on organisational performance, as leadership practices have a strong contribution to make to the development of organisational social capital (Day, 2001; Day and Halpin, 2001).

Accordingly, the present thesis aims to explore and reveal the underpinning elements of leadership development practices in the studied hotels from the perspective of the leaders' and followers. It also interprets the link between leadership development practices and perceived organisational performance. Additionally, it studies the enablers of leaders' and followers' and challenges apprehension of leadership development practices in distinct hotel contexts. Finally, it investigates their schemes for developing leaders and leadership influencing organisational performance for the coming decade and seeks to understand leader-follower relations in their perceptions.

To conclude, there are narratives within the four-star Jordanian hotel community (Batarseh, 2018; Nazzal, 2018; Saadeh, 2018; Madaeen, 2020) and evidence in the literature on leadership in the Middle East (Metcalf *et al.*, 2011; Alexander, Nathan and Kendall, 2017; Mena Report, 2018; Jordan and MOTA, 2019) that shows a problem in leadership development processes that inhibits organisation performance improvements. Thus, with the dearth of

literature that discusses this problem in the intended Jordanian hotel category as part of the Jordanian hotel industry (Al-Ababneh and Lockwood, 2010; Al-Ababneh, 2013; Alzoubi and Jaafar, 2020), this thesis tackles the issues associated with leadership development practices and their influence on organisational performance, as a point of reference, within the four-star hotels. It also suggests a framework and measures depending on the findings and literature to improve leadership development processes. Furthermore, that area of research has yet to be explored and forms a literature gap within the said Jordanian hotel sector (Zeglat and Zegan, 2014; Alexander, Nathan and Kendall, 2017; Alzoubi and Jaafar, 2020). This research seeks to address the contextual gap with an intention to contribute to the practice by offering a suggested framework on leadership development.

## **1.6 Research Propositions**

Based on the above cited reasoning, the following propositions have been adopted (Yin, 2018; Silverman, 2017):

- 1- Leaders in Jordanian four-star hotels do not employ prescribed LDPs described by literature (Day, 2001; Day and Halpin, 2001; Day and Dragoni, 2015; Subramony *et al.*, 2018) in leadership development (LD).
- 2- LDPs exercised in Jordanian four-star hotels have a minimum influence on organisational performance (OP).

## **1.7 Research Questions, Aims and Objectives**

### **1.7.1 Research Questions**

Given the challenges mentioned above facing the four-star hotel sector, this thesis investigates the aforementioned issues by answering the following research questions:

- RQ1 How do current leadership development practices influence the organisational performance?
- RQ2 How does context influence leadership development practices in selected four-star hotels?
- RQ3 How do leaders and followers apprehend the enablers and challenges of these existing LDPs and their influence on organisational performance?
- RQ4 What leadership development practices are functioning in these selected hotels, and are they sufficient to meet development requirements?

## **1.7.2 Research Aims and Objectives**

### **Aims**

Consequently, this project's primary aim is to understand leadership development practices among Jordanian four-star hotels and their influence on organisational performance, by exploring the leaders' and followers' apprehensions. It examines the current use of leadership development practices by managers (leaders) and employees (followers) within each case hotel. The narratives and evidence that associate low-performance with leadership development issues will guide this research to build awareness of leadership development practices. This will allow further exploration of the enablers and challenges, from the leaders' and followers' perspectives, in distinct hotel contexts to see whether they converge or diverge.

## **Objectives**

The research objectives scrutinise the study's elements underlying leadership development practices and their influence on perceived organisation performance in Jordanian four-star hotels. Those objectives include:

- 1- To explore the influence of existing LDPs on organisational performance (RQ 1, RQ2).
- 2- To understand the contextual influence of leadership development practices in selected four-star Jordanian hotels (RQ1, RQ2).
- 3- To explore the difference between leaders' and followers' perspectives on enablers of existing leadership development practices in the studied four-star Jordanian hotels. (RQ3, RQ4).
- 4- To explore the difference between leaders' and followers' perspectives on challenges of existing leadership development practices in the studied four-star Jordanian hotels (RQ3, RQ4).

## **1.8 Methodology Overview**

The research approach depends upon the ontological and epistemological considerations which formulate the philosophical position (Saunders, Lewis and Thornhill, 2019). The tenuousness of the concept of leadership development practices and their influence on organisation performance within the four-star hotels, being an objective element, directs this study toward the social constructionism and interpretive positions (Merriam, 2002; Marshall and Rossman, 2006; Saunders, Lewis and Thornhill, 2007; Bryman and Bell, 2011; Killam, 2013). Moreover, ontological and epistemological positions dictate the methodological procedure of the researcher (Killam, 2013). This reasoning explains why the current research

focuses on the qualitative approach, which stems from the social constructionism and interpretive stands.

A multiple-case study, as part of a qualitative approach, is employed. It follows the recruitment of two leader-participants (general managers or any other leader positions) and two follower-participants from different departments in different four-star hotels in Jordan. The case study method is applied in the present thesis because it is a choice of what to explore within a bounded system (the hotel setting) and investigates a contemporary phenomenon, in-depth, within its real-life context (Yin, 2018). Likewise, the thesis uses the multiple-case-study method to describe the understanding of leadership development practices among different four-star hotel leaders' (managers) and followers (employees) to illustrate the complexities of this process according to their perspectives. Multiple-case studies are also used to explore and understand the phenomenon in distinct case-hotel contexts.

As the qualitative study demands an information-rich case under the field of investigation (Palinkas *et al.*, 2015), the current study followed the purposive sampling method to select the studied hotels and respective participants. Qualitative research sampling is generally seen as replication in the multiple-case study approach and not as in the quantitative sampling logic (Yin, 2009). It is analogous to multiple experiments which lead to a specific finding. Accordingly, the goal of the experiment model is to replicate the trial to ensure the lead towards an indicated finding. Only then are the findings of this experiment considered to be robust. Likewise, conducting multiple-case studies can lead to rigour in results (Yin, 2018).

Moreover, purposive sampling is seen in the current thesis as a technique used in qualitative research; by it, participants are chosen depending on their expertise in the studied field and where they reflect the diversity of the population and a top-bottom leadership development practices view (Sekaran and Bougie, 2016). It is also employed to focus in-depth

on the phenomenon (Yin, 2009, 2018; Schoch, 2016), which is why the current thesis adopts this sampling process.

The present thesis's target population (Sekaran and Bougie, 2016) of the four-star hotels' segment comprises 35 hotels within the Jordanian hotel industry (MOTA, 2019). Thus, the sampling process initiated three case hotels and twelve interviews, a starting point supported by Guest *et al.*, (2006) who argue that most data saturation occurs within the first twelve interviews. Besides, this choice conforms to the research questions and objectives. Moreover, the sampling procedure was an open-ended inquiry, where the sample was determined through fieldwork. Therefore, the purposive sampling process would be expanded, and the research would follow leads that emerged in the field. This approach is called snowball sampling, where samples are from rich-key informants. Hence, the current thesis identified three hotel cases according to a list provided by the Jordan Hotel Association (appendix 1). These cases were asked to identify other cases (Patton, 2015; Saunders, Lewis and Thornhill, 2019). Another reason for following this sampling procedure (within the purposive sampling technique) is the rejection of most case informants to adhere to the research process due to confidentiality and secrecy concerns followed in four-star hotels (Masri, 2021). Consequently, the current research followed valuable contacts in order to be able to continue the study.

Furthermore, in the course of sampling in qualitative research, it is expected that the researcher continues to sample until he or she is not getting any more information from the additional samples which is why it is difficult to determine the number of samples in qualitative studies from the outset (Mason, 2002; Patton, 2002; Sekaran and Bougie, 2016). Therefore, the final number of cases in the present study would be determined later at the saturation point, where no new data from the field can be gathered (Adler *et al.*, 2012; Patton, 2015; Silverman, 2017). If the data collected does not reach saturation, additional samples would be interviewed until the researcher discovers that the data gathered from additional samples is similar, that is,

the saturation point has been reached (Patton, 2002; Adler *et al.*, 2012; Sekaran and Bougie, 2016). Only then, the number of samples can be determined. A description of the saturation process for the present thesis is presented in chapter three.

### **1.8.1 Data collection techniques**

Data collection was done through interviews (Silverman, 2017). Interviews were utilised because they gathered accounts about leaders' and followers' perspectives on their leadership development practices and how they understand their influence on organisational performance. Mason (2002) assures the latter procedures as she argues that qualitative interviewing involves contextual and situated knowledge. Therefore, the interviewer's task is to ensure that the relevant contexts are brought into focus (Mason, 2002).

Moreover, qualitative interviewing provides researchers with viable viewpoints about a person's perspective and experience (Howitt, 2019). In fact, this is the purpose of the research, as interviews achieve this goal. Thus, qualitative studies use unstructured or semi-structured interviews (Bryman and Bell, 2011). In the current thesis, semi-structured, in-depth, open-ended interviews were applied because they allow for flexibility, which means that the researcher could add more questions during the interview as he felt appropriate to do so (Bryman and Bell, 2011). Besides, the research aims to understand the phenomenon in-depth within the case hotels, while open-ended interviews aim to gather data during a sufficient time in which participants can more adequately express their experience according to their perceptions, usually 30-45 minutes (Yin, 2018).

Furthermore, the researcher requires rapport with the interviewee and active listening (Silverman, 2011). Besides, qualitative interviewing involves the inquirer as an active

participant while collaboratively producing the interview (Silverman, 2011). These attributes are employed in the present study and are consistent with the study's purpose.

An interview guide (appendix 3) was prepared based on the literature review, answering the research questions and achieving the objectives, as it contained inquiries where the researcher asked verbal questions to the case-study participants (Yin, 2018). The answers to those queries were recorded and transcribed according to the secretarial-playscript transcription (Howitt, 2019). In her PhD thesis, Baxter, 2003 prepared three interview questions within a flexible interview guide that led to data collection. She employed semi-structured inquiries and focused open-ended interviews for primary data collection to attain the description and interpretations of others who would find novel perspectives on the topic under research. Interviews lasted from 30 to 60 minutes and were recorded and transcribed (Baxter, 2003). Thus, literature confirms these steps.

### **1.8.2 Data Analysis**

Typically, a tool of analysis needs to be chosen. Hence, thematic analysis (TA) was selected from different methods (see section 3.6.8). TA was chosen because it is flexible, as it can be applied independently across a range of theoretical and epistemological approaches (Braun and Clarke, 2006) and can capture patterns and themes across qualitative datasets (Braun and Clarke, 2012). In this sense, the thematic analysis focuses on emerging words and dominant themes and patterns extrapolated from the interview materials. Themes and patterns that describe leaders' and followers' understanding and demonstrate their perspectives on leadership development practices and their influence on organisation performance within the studied hotels are crucial for this study's analysis (Howitt, 2019). The thematic analysis (TA) findings are also easy for the hotels' stakeholders to understand because they are easily



accessible to the general public (the participants and other stakeholders) and can help inform policy development (Howitt, 2019). The latter attributes of thematic analysis conform to the present study's purpose, which is why it is consistent with the current thesis. Hence, the current research aims to capture the leaders' and followers' viewpoints, understand their leadership development practices' awareness of organisation performance, and find gaps or patterns in LDPs and their influence on each hotel's performance. Then, suggestive framework and measures would be recommended depending on the related literature and the findings.

Further details and discussion of the overall methodology and design can be found in chapter three.

### **1.9 Originality**

The present thesis reviewed the literature concerning leadership development practices in different contexts and accordingly found gaps in the literature as this topic has never been addressed in the context of Jordanian four-star hotels. Therefore, this contextual gap has been addressed which makes the current thesis novel and original.

Moreover, the key definitions for originality of a thesis could be summarised as setting new information for the first time, providing original results and interpretations, having original methodology and methods employed according to the needs of the research (Phillips and Pugh, 2010). Accordingly, the current thesis has undertaken empirical work that has never been done before, however taken a theory that has been employed in other contexts but has never been researched in a specific geographical setting and thereby adding to the previous body of knowledge (Gill and Dolan, 2015). Hence, it presents originality in the empirical settings by developing contextual insights of Jordanian four-star hotels and novelty is being addressed through developing a framework which could create an impact on practice.

## **1.10 Contribution**

The current research contributes to leadership development and leadership development practice literature by providing contextual understanding of LDPs. Specifically, it aims to understand how leaders and followers apprehend leadership development practices and their influence on organisational performance among Jordanian four-star hotels. Furthermore, depending on literature and organisational experiences suggesting that leadership development practices, transformational leadership, and authentic leadership have a positive developmental impact on organisational performance (Bass, B. and Avolio, B., 1993; Day and Halpin, 2001; Avolio and Gardner, 2005; Brown, Treviño and Harrison, 2005; Bass and Riggio, 2006; Yukl *et al.*, 2013; Banks *et al.*, 2016; Xie *et al.*, 2018; Alzoubi and Jaafar, 2020), it also gives a professional contribution by suggesting a findings-informed practical framework which could ensure leadership development in the four-star hotels in Jordan. This aspect could be apprehended and adopted by leaders and followers to develop their leadership development processes, enhance their existing practices and improve their influence on organisational performance. Besides, it reveals the non-progression factors obstructing leadership and performance development in this sector. In addition, the suggested framework could also be adopted by the three -star hotels as leadership development is crucial to all levels of the hospitality sector and each case follows some level of contextual similarity. Hence the present research makes contributions that could enable wider span and give potential impact on leadership development within the Jordanian hospitality segments of three-star and four-star hotels.

### **1.11 Dissemination of the research**

The research will also be the foundation for printing a book and different articles that could be published in well-known journals and for the dissemination of its results through seminars and taught classes by the researcher in respected educational institutions, and within the industry in three, four and five-star hotels. The reason for including those hotels is the professional contribution that this thesis offers as it developed a suggestive framework and measures which could be relevant to leaders and followers of three, four and five-star hotels.

### **1.12 Summary of the Chapters**

This section provides an overview of each chapter to help the readers develop a holistic understanding of the thesis.

Chapter one presents the introduction, which discusses the research problem and motivation, rationale, propositions, research questions, aims, objectives, methodology overview, originality, dissemination and contribution.

Chapter two discusses the relevant existing literature. It starts with the theoretical foundation, a conceptual overview, and the enabling and challenging factors for leadership development. It also demonstrates an empirical review of leadership development and performance, adopted definitions and measurements, and the gaps.

Chapter three discusses the methodology. It starts with the philosophy behind the research; then, it justifies qualitative research and the multiple-case-study approach in the thesis. It also demonstrates the research design, tools, data collection and analysis methods, positionality and ethical consideration.

Chapter four demonstrates the qualitative data analysis (interpretations), and the thematic content findings.

Chapter five reflects on the discussion.

Chapter six demonstrates the suggestive framework and measures for improving leadership development practices, limitations and suggestions for future research.

### **1.13 Conclusion**

The chapter concluded with the understanding that the present research will be investigating the leadership development challenges in the Jordanian four-star hotels. The analysis has obtained an interpretivism approach and attempted to conduct the thesis in a case-study comparison. It has positioned its originality in its empirical investigations and novelty in developing a context specific leadership development framework which would further present the research informed recommendations that will help policy makers.

## 2 Literature Review

### 2.1 Introduction

In this chapter, the researcher presents a critical synthesis of the literature on leadership, leadership development practices and contextual insights of which there is an abundance. Therefore, a sound literature review is crucial because it seeks to summarise the available literature, make sense of considerable research and remove all misleading pictures (Aveyard, 2007). Hence, a literature review gathers available evidence that been previously studied by researchers and demonstrates them to practitioners, so they can start a new investigation from where other researchers have finalised their findings.

As indicated above, this thesis explores leadership development practices in Jordanian four-star hotels in terms of leaders' and followers' perceptions and their influences on organisational performance (viewed as a reference point).

In line with Aveyard, (2007), this thesis has developed the research questions after reviewing leadership development practices and their linkage with organisational context. The review has given due support to the researcher to develop conceptual understanding and also to be cognisant of the contextual gaps. The following section highlights the overview process.

Thus, the current study observed the scoping literature review method (Arksey and O'Malley, 2005), which gives the first stage of developing the research question. This provides the overview of a broad research topic by asking general questions and their exploration in literature (Moher, Stewart and Shekelle, 2015). The study followed the five-step framework as stated in Arksey and O'Malley, (2005). Firstly, the researcher attempted to study what is known in the literature relevant to the current study research questions. The central questions was, 'What is known in the existing literature on effective leadership development practices and

how this relates to organisational performance? What are the enabling factors studied in literature that foster leadership development? What are the challenges in the Jordanian context?

The second stage is to find the relevant studies in the literature and, as scoping permits, to obtain a comprehensive overview on the available literature in databases, articles, references lists and by searching in key journals. Hence, the researcher adopted the same approach and began by identifying keywords, such as leadership development (LD), leadership development practices (LDPs), LD and management, four-star hotels (and in Jordan), organisational performance (OP), transformational leadership (TFL) and authentic leadership (AL) in the hospitality sector, according to the research questions and their related issues. Then, the researcher interrogated several electronic databases through Nelson (Northampton Electronic Library Search Online), Google, Google Scholar, Jordan University Library and Shoman Library. Ethos (the British Library) was used as a separate electronic database. Furthermore, Nelson was the open gate to different electronic databases, including Routledge – Taylor and Francis group, SAGE, ProQuest, EBSCO, Emerald Insight, and Research Gate.

Moreover, the third stage was to understand the study selection as it is helpful to focus on a literature review by employing review questions. Therefore, a general critical appraisal adapted from (Hart, 1998) and other points added by the researcher were utilised to provide an appropriate starting point in questioning the searched literature. The literature search followed the two inclusion criteria; first, papers should be relevant to the research questions, and second, they should be published in peer reviewed journals.

Furthermore, the fourth stage is charting the data. This study classified and coded the different related articles to divide the data into manageable segments in an accessible manner. A narrative review (Pawson, 2002) was adopted to permit the researcher to develop more understanding of the process and findings from the literature. An excel spreadsheet was

prepared as data charting forms and included classifications such as serial, title, the year, aspect of the topic, definition, issues, models, perspectives, problem statements, epistemological and ontological grounds, relation to other papers, methods, methodologies, evidence, strengths, weaknesses, differences, similarities, limitations, gaps, links and findings.

Stage five then further adopted collating, summarising and reporting of the findings, which resulted in the seven parts highlighted in this chapter. The chapter is divided into seven parts. Part one is the introduction; part two discusses the theoretical foundations; part three demonstrates the enablers for leadership development and their enabling and the challenging factors; part four shows an empirical review of the link between LD and performance; part five reviews the definitions of the primary concepts and measurements; part six addresses the gaps. Finally, part seven states the conclusion of the chapter.

## **2.2 Theoretical Foundations**

### **2.2.1 Social Learning Theory**

This theory states that people learn through observational modelling, which comprises four components: attention, retention, reproduction and reinforcement motivation (Bandura, 1971). Accordingly, people have to observe, attend and learn by example. However, if they are only exposed to observation, they do not learn. Therefore, they must keep and remember the information they received from the previously mentioned processes and reproduce it in a set of actions built on them to develop skills. Finally, people must be motivated to reproduce those skills and thereby, a learned skill or ability is developed (Bandura, 1971).

Considering the abovementioned theory, when people are required to learn novel processes related to leadership development, they should recognise that LD learning opportunities are contextual; thus, they must understand their environment which influences

the people within it (Scott, 2007). Therefore, it is essential to consider that an adopted new practice in leadership development is not necessarily accepted by the organisation's culture, a factor which could impede the LD process. Thus, leaders must be role models for their followers to be able to implement the espoused new practices (Scott, 2007). In this sense, transformational leadership, which includes this latter dimension, could be an example of the leadership development process, along with its other dimensions, which would positively influence the LD process. However, the present research has investigated the link between leadership development practices and its influence on performance. Thus, learning and leadership blended as process phenomenon (Fischer, *et al.*, 2017), while, in the hospitality industry the leaders' attitudes show an impact on employee creative performance (Ye, *et al.*, 2020). Hence learning is inevitable in this setting, therefore the researcher believes that social learning theory offers a best fit with the study.

Consequently, the current thesis considered implementing this learning approach within the measures and framework presented, as it encouraged the studied hotels' stakeholders to have a learning path toward leadership development by adopting the abovementioned popular practices. Therefore, it is essential to perceive the basic conceptual understanding before studying the conceptual and contextual insights associated with this research; hence, a further section has given an overview on leadership.



### 2.2.2 What is Leadership?

Leadership is “a process whereby an individual **influences** a group of individuals to achieve a common goal” (Northouse, 2010). It is also “the process of **influencing** others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2010). Hence, it is all about influencing people to fulfil aims. As Harrison, (2018) puts it, “Leadership is influence.”

In addition, leadership theories can be understood through their historical background, that is, how they emerged and how they developed over the years. Thus, understanding of this construct started in the 1930s and 1940s with the “great man” theory (Katz, 1955), which itself could be traced back to the nineteenth century, followed, in an incremental development, by “trait” theory (Wright, 1996). Here, fascination about great and successful leaders who owned specific leadership traits is emphasised (Harrison, 2018).

Further, through the 1950s and 1960s, skills and behavioural theories were developed, which focus on leadership skills and behaviours as the core parts of the leadership process. This led to contingency theory (during the same period) where effective leaders use different styles based on the contingencies of individual situations (Northouse, 2010; Harrison, 2018). These approaches were followed in the 1970s by two further theories: Implicit leadership theory and Leader-member exchange theory. The first stresses the attributions made by the followers about a leader’s behaviours and traits, and the second emphasises the interactive exchange of leaders and followers (Graen and Cashman, 1975; Yukl, 2010; Harrison, 2018).

Moreover, servant, transactional, charismatic and transformational leadership (TFL) theories were developed in the 1970s and 1980s. These approaches focus on selfless exchange with results and emerging leaders who enable followers to believe in a vision and where

leadership can effect change (Greenleaf, 1977; House, 1977; Burns, 1978; Yukl, 2010; Harrison, 2018).

Subsequently, distributed leadership, a new concept of leadership developed in the 1990s, where leadership is dispersed among all members as being a collective effort of a group (Spillane, 2005). However, researchers showed that implementing such an approach in small businesses would be difficult (Harrison, 2018). Finally, at the beginning of the current century, authentic leadership (AL) and entrepreneurial leadership (EL) were widely recognised. Hence, as a result of scandals in companies, a need for a leadership approach which embodies integrity and trust was proposed: authentic leadership (Avolio *et al.*, 2004; Avolio and Gardner, 2005), which was also developed as a reaction to ethical shortcomings within transformational leadership (Harrison, 2018). Whereas entrepreneurial leadership, as a new paradigm, emerged from the realms of leadership and entrepreneurship, it is an approach to leadership that is able to identify opportunities, and exploit those opportunities while managing risks in business environments (Harrison, 2018).

Consequently, among all of these approaches, researchers emphasise that TFL is the one most likely to effect change (Harrison, 2018), which is needed in the Jordanian context. This theory has been studied for over thirty-five years as it involves stimulating followers to go beyond their interests to accomplish organisational goals. It also entails coaching, mentoring, empowering, training, developing and supporting followers to achieve those goals (Bass and Riggio, 2006; Harrison, 2018).

Furthermore, leaders are expected to adapt, manage diverse groups of followers, and develop them into future leaders within the TFL approach (Bass and Riggio, 2006). Empirical research also revealed that TFL dimensions have a formative effect on followers' performance and satisfaction, which provides leaders with a broader view of the behaviours necessary for

effectiveness. Moreover, AL was considered as an incremental development to TFL with respect to the ethical needs that are required within the organisations<sup>2</sup> (Harrison, 2018). Hence, the current thesis navigated through the literature of those two domains: TFL and AL, and explored their influence on the organisational performance in distinct contexts and it was the researcher's considered choice to employ them in the current study.

### **2.2.3 Leaders versus Leadership Development**

Gosling *et al.*, 2016, argue that many leadership development programs concentrate on enabling the employees and engaging them in searching for the inner sense of authority; that is, the "identity work" of individuals and groups for acting upon their contribution to organising the business goals and improving their achievements (Gosling *et al.*, 2016). Therefore, similar to Day's, (2001), posit about "relational networks", Gosling *et al.*, (2016), argue that it is not enough to develop only leaders but also the readiness and capability of others to collaborate with their leaders is crucial. They state that leadership would be less effective if the structure, corporate culture and incentives are misaligned with the leading heads. Thus, in this sense, leadership development should be extended to organisational development. They indicated the following formula:

Leadership = qualities of leaders: followership.

Here, leadership is a product of the interaction between continually improving leaders and their followers inspired by them. It is an interactive process between leaders who are likely to enhance their capabilities and followership, reflecting employees' collective ability to direct

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<sup>2</sup> More detailed illustrations about TFL and AL are demonstrated in the coming sections

their actions according to a leader's guidance and inspiration (Gosling *et al.*, 2016). Thus, this process acts as an enabler.

On the other hand, in a six-month longitudinal field experiment to examine the efficacy of leaders, Lester *et al.*, (2011) argue that one-to-one coaching programs have demonstrated a positive influence on leader performance and considered them valuable elements for leadership enhancement. Moreover, Alexander *et al.*, (2017) state that mentoring from senior managers is a significant success feature in leadership development programs. Accordingly, those existing elements in the latter studies are part of the leadership development practices theory and work as enablers. Hence, the researcher was motivated to focus on investigating the Jordanian four-star hotels' stakeholders' LD practices and their influence on the hotels' operations.

Conversely, those introduced leadership development elements which require employee involvement can be seen as inappropriate within the "Middle East" clusters of cultural leadership (Alexander *et al.*, 2017) due to the Bedouin codes of loyalty (Robertson *et al.*, 2001). Consequently, top-down, authoritarian and transactional leadership styles would be seen as preferred models in the Middle East (Alexander *et al.*, 2017), accompanied by a lack of focus on planning and an absence of program evaluation (Hayat Kabasakal and Bodur, 2002), which are seen as challenges for the current research. However, with a growing awareness in the labour force, many have shown that applying Western leadership methods, seen in leadership development practices theory and leadership development, could be part of governorship development plans to increase job involvement (Sheikh *et al.*, 2013) and in turn the organisational performance. Therefore, despite the tendency towards those traditional governorship methods in the Jordanian market, this thesis is urging a change in attitude that aims towards progress and development.

#### **2.2.4 Leadership in the Hospitality Context**

Several reviews and empirical research discussed the notion of leadership and management in the hospitality sector. For instance, a comprehensive review of 79 articles on leadership styles in the hospitality settings within the Middle East, spanning from 2008 to 2020, found that hospitality managers should avoid autocratic and passive leadership styles as they destroy employees' vitality, mental health and decrease job satisfaction, efficiency and effectiveness. It also observed that empowering leadership is vital for managers' creativity and innovation, and employees' self-efficacy and service behaviour. Besides, it indicated that servant leadership ensures creativity and business performance (Elkhwesky, 2022).

Similarly, research conducted in Northern Cyprus, where 120 managers participated in the study within four and five-star hotels investigating the dominant leadership styles, indicated that charismatic leadership is the dominant style and the relationship between laissez-faire style and the nationality of the managers is statistically significant (Yamak and Eyüpoglu, 2018).

Likewise, Fayed and Fathy, (2022), investigated the impact of TFL on job satisfaction and organisational commitment for front office employees in a random sample of 300 employee from 18 hotels in four and five-star hotels in Cairo. They discovered a significant and positive impact of TFL on those two elements. The study recommended the employment of TFL and transformational behaviours to be incorporated through the human resources training plans within the hotel management.

As seen from the previous studies, the leadership notion incorporates management in many facets. It shows the interrelationship of leadership styles, empowerment, job satisfaction and organisation commitment with managers and employees. Hence these studies showed that leadership and management cannot be separated in the hospitality setting; however, the

literature about this topic did not demonstrate this dimension along with LDPs in the Jordanian context, especially in the four-star hotels. Therefore, this formed a literature gap regarding this specific geographical context.

Further, several studies discussed different topics in the Middle Eastern literature regarding leadership and management within the hospitality setting; nevertheless, they did not tackle them specifically within the Jordanian hospitality industry, as part of the Middle East region, which forms a significant geographical area for different studies and research. For example, another study examined the factors that managers could utilise to improve the organisation citizenship behavior (OCB) in Iranian independent hotels. The latter research investigated the relationship between leadership style and OCB through organisational culture and trust variables. Thus, the study indicated that TFL and transactional leadership (TL) affects trust only through balanced organisational culture and only TL had a direct relation with OCB. Therefore, those findings point towards few recommendations for the management of independent hotels in the Middle East. It shows the importance of TL in the hospitality setting along with TFL. It also demonstrates that managers should be careful and transparent with their subordinates, and managers should build an organisational culture that encourages trust (Nazarian *et al.*, 2021).

Additionally, a study aimed to find out the relationship between employee empowerment (as it is a leadership process) and perceived employee performance in three-star hotels in the Kingdom of Bahrain, through an online survey questionnaire, collecting responses from 154 participants. Accordingly, the findings indicated the significant relationship of the status of empowerment and the level of perceived employee performance (Salman and Sankar, 2020).

Given the above, the present thesis accepts that leadership is part of management, and the previously explored hospitality literature demonstrated the relationship between these two domains. However, this topic has not been tackled in the specific context of Jordanian four-star hotels. Therefore, this thesis probed into this aspect to cover this contextual gap.

### **2.2.5 Leadership Development Practices**

Leadership development cannot be separated from its developing practices because it is done through methods that enable leaders and the leadership process to effectively influence organisational performance (Day and Halpin, 2001; Subramony *et al.*, 2018). Moreover, the disconnection between the leadership development practices and their scientific grounds has been tackled through Day's work (Day, 2001). Accordingly, this section demonstrates the primary writings about the theory of leadership development practices, their influence on organisational performance and their relationship to the current thesis.

Leadership is often cultivated through leadership development practices and impacts on employee attitude (Khoreva, 2016). Although studies on this topic are premature, it is now known that "leadership development practice" is a concept that includes two dimensions: intrapersonal and interpersonal (Day and Dragoni, 2015; Subramony *et al.*, 2018). On the intrapersonal level, issues related to human capital are tackled. Its elements consider building knowledge, skills and abilities (KSAs) associated with trustworthiness, personal knowledge, self-awareness, self-motivation and self-regulation (Day, 2001). Conversely, the interpersonal dimension is expected to solve and build social capital issues. Its components involve improving social relations, social awareness, and social skills that reflect in building bonds, team orientation and conflict management (Day, 2001). Therefore, the leadership development

procedure is to apply practices that assess, direct, build and progress the human and social capital to influence the organisation's performance (Subramony *et al.*, 2018).

Hence, on the intrapersonal dimension, leader development is selected, while on the interpersonal level, leadership development is targeted, within the organisation's strategy. Thus, leader development focuses on individual knowledge, skills, and abilities associated with formal leaders' roles and enables them to think and act differently (Day, 2001). This process corresponds to the managerial function within the organisation (Day, 2001).

Therefore, it is important to understand the formal and informal managerial interaction with the employees and their leadership development and its relevance to leadership practices. The previous studies have highlighted the influence of leadership development practices on organisational performance (Subramony *et al.*, 2018). However, literature does not show how different leadership practices, formal or informal, have influence on managerial level and employee level outcomes. Thus, with this thesis, participants with managerial capacities have been approached.

Accordingly, the current research explored formal and informal procedures within the leadership development processes to differentiate between leadership and managerial aspects inside the studied hotels. Consequently, it recommends developing leadership practices to improve the leader and leadership development procedures. In addition, the employees' level was added among informants to reflect their perceptions about the leadership development process in each of the case hotels. Hence, the thesis included the managerial and employee levels to form the focus of the study.

On the other hand, leadership development literature has shown the importance of the social contextual process on leadership development since childhood (Vuhuang and Edward, 2022). This includes the features adopted from parents, participation in sports activities, the dominant influence of role models, the importance of self-learning and reflections, and



community-based social network. The emphasis here is on relational networks built to enhance cooperation, trust and respect among individuals to create organisational value. Hence, social capital is defined by its function rather than its structure and is based on interpersonal exchange (Day, 2001).

Consequently, when the organisation stresses the intrapersonal KSAs to build human capital (i.e. leader development), it employs the "differentiated" LDPs that focus on helping people build their capacity to lead their operations, which has returns on organisation performance (such as increased revenues or sales or added customer satisfaction). In contrast, building social capital (i.e. leadership development) focuses on interpersonal KSAs. Therefore, it requires the employment of "integrated" LDPs, which develop extended social networks, commitments and coordination that contributes to organisational performance (Day, 2001; Subramony *et al.*, 2018).

Finally, through a qualitative approach, the current thesis attempts to discover whether leadership development practices occur in the Jordanian four-star hotels, and whether they contribute to organisational performance. It also focuses on discovering if LDPs within the discovered evidence in the literature are part of the hotels' leadership development practices or whether such popular practices lack implementation.

Given the above, the current thesis scrutinises leadership development practices within four-star Jordanian hotels. It refers to literature on leadership development practices supported by theoretical and empirical evidence from other organisations' experiences and related to the selected practices, which are segregated into human capital and social capital, according to Day, (2001). Table 1 summarises those practices (labelled as popular) as per the abovementioned literature.

# Table 1

Summary of the popular Leadership Development Practices

| Practice            | Description  | Human capital /<br>differentiated LDPs | Social capital /<br>integrated LDPs |
|---------------------|--|--|-------------------------------------|
| Formal development  | Classroom-based learning   | √                                      | ?                                   |
| 360-degree feedback | Multi-source ratings of performance organised and presented to an individual | √                                      | x                                   |
| Executive Coaching  | Practical, goal-focused from one-to-one learning                             | √                                      | ?                                   |
| Job assignment      | Providing stretch assignments in terms of role, functions or geography       | √                                      | ?                                   |
| Mentoring           | Advising developmental relationships with a more senior manager              | √                                      | ?                                   |
| Networking          | Connecting to others in different functions and areas                        | ?                                      | √                                   |
| Action learning     | Project based-learning directed at important business problems               | √                                      | √                                   |

Source: (Day, 2001; Day and Halpin, 2001), this table is referred to in the coming chapters

## 2.3 Enablers for Leadership Development

One of the crucial drivers for leadership that emerged towards the end of the last century is organisational change through leadership development (London, 2002). Business trends were directing organisations towards improving leadership skills and enhancing their performance. At the beginning of this century, London, (2002) examined these trends and their implications to consider the needed skills and development programs for future state-of-the-art firm leaders. He stated that transformational, adaptive and enabling leadership are keys to successful leadership development in a changing business environment. Furthermore, the author (ibid.) highlighted the significance of the leaders' responsibility in developing

themselves and their followers. Finally, he concluded that businesses aim to generate a need to develop leadership skills that stem from strategies and competence in the market.

Similarly, Day, (2001) showed the necessity of developing leaders' personal knowledge, skills, and abilities. However, he emphasised the importance of building relational social capacity networks that improve cooperation and social exchange among individuals through integrated practices within the leadership capacity. He concluded that these processes create organisational value (Bouty, 2000; Day, 2001).

Furthermore, the literature showed that improving leadership performance, through skills-enhancing programs, can raise an industry's performance within its context (London, 2002; Nanjundeswaras and Swamy, 2014; Lorena, Jiménez-Jiménez and Martínez-Lorente, 2017; Subramony *et al.*, 2018). Accordingly, due to low performance within the Jordanian four-star hotels, leadership development and leadership development practices are key to changing the hotels' conduct, and thereby, exploring the perceptions of leaders and employees is a pursuit of the current thesis. Thus, it investigates managers' aims to develop the leadership practices, managers' responsibilities to attain it, managers' focus on achieving this process at all levels of leadership-followership and leaders' understanding in associating it with performance.

### **2.3.1 Enabling Factors for Leadership Development**

Leadership development deals with changing leaders and the organisation. Therefore, a change leader sees change as an opportunity (Drucker, 1999), a step absent in the middle-east area (Metcalf *et al.*, 2011). Change leaders realise the significance of development, know the adequate, needed changes and look for them. They see that significant changes could be applied in future policies, look for them through systematic methods that anticipate change, and aim

for the right way to introduce change inside and outside the organisation. They also implement change, or development, through organised improvements and future planning for success (Drucker, 1999).

Moreover, Drucker, (1999) argued that Mary Parker Follet, a writer in the 1930s and 1940s, identified a "multiple leadership" style, which she called "leadership of function", through which she explained the role of different people who can lead in a specific case according to their right qualifications and knowledge (Sethi, 1962; Janse, 2019). Hence, although Follet's work looked unimportant then, she foresaw the significance of developing the leadership processes to achieve success through change. Thus, her view resembles many of the recent leadership development approaches, including the LDPs, which have positively impacted organisation change recently (Day, 2001; Day and Halpin, 2001; Day and Sin, 2011; Lester *et al.*, 2011; Day and Dragoni, 2015; Gosling *et al.*, 2016; Alexander, Nathan and Kendall, 2017; Subramony *et al.*, 2018). Therefore, it supports "change" as an enabler towards developing leadership and hence positively changes the organisational performance.

Conversely, although leadership development processes have played crucial roles in developing organisations' performance in the modern world since the last century, they were not of concern to leaders in the Middle East (Alexander *et al.*, 2017). However, those approaches are vital for Jordan's four-star hotels' performance (Sheikh *et al.*, 2013). That is why this thesis focuses on exploring leadership development practices within the Jordanian four-star hotels' settings and seeks to understand if a change in the organisation's conduct could happen. Consequently, the research introduces a suggestive framework and measures for the players after data collection, analysis, and findings.

### 2.3.2 Leadership Styles as Enabling Factors

#### Transformational Leadership TFL

The transformational leadership (TFL) model has recently been broadly researched and is becoming popular (Ng, 2017). It is not a top-down model; instead, it empowers people leading them into sustainable groups and represents the changing nature of effective leadership (Burns, 2003). It demonstrates development in the leadership approach. In a complex, changing world, leadership in the organisation needs to adapt as part of leadership development. Authoritarian leadership is not the norm anymore; neither is it effective (Bass and Riggio, 2006; Metcalf *et al.*, 2011; Alexander *et al.*, 2017). Leaders are supposed to listen to followers, inspire them, motivate them, stimulate them, be responsive to their needs and be a role model to them. Transformational leaders are expected to get involved in such activities. They necessarily have to coach, mentor, empower, train, develop and support their followers to achieve those dimensions of transformational leadership (Bass and Riggio, 2006). They are also expected to adapt, manage diverse groups of followers, and develop them into future leaders (Bass and Riggio, 2006). These processes are essential to leadership development within Jordanian four-star hotels.

Furthermore, transformational leadership consists of four different components:

<sup>1</sup>Idealised influence, which reflects leaders' behaviour as a role model for their followers.

<sup>2</sup>Inspirational motivation is a stimulating leader behaviour that motivates and inspires followers to have meaning and a challenge in their work. <sup>3</sup>Individualised consideration that reflects the

leader's concern about the followers' needs and feelings for achievement and development by acting as a coach. <sup>4</sup>Intellectual stimulation: a behaviour that challenges followers to be

innovative and creative by questioning assumptions and approaching old situations in new ways (Bass, and Avolio, 1993; Bass and Riggio, 2006). Thus, transformational leadership has positive leadership themes described within its dimensions and could act among alternative leadership development strategies in Jordanian four-star hotels if results showed discrepancies in leadership development plans. However, the main focus of this thesis is exploring leadership development practices from the leaders' and employees' perspectives. That is why the proposed leadership development style, along with the popular LDPs, could help achieve progress in the suggested framework and measures chapter.

Moreover, in their comparative study, Nanjundeswaras and Swamy, (2014) show that different leadership dimensions significantly impact different industries' outcomes. They detected the strong developing effect of transformational, democratic, participative, charismatic and transactional approaches on the firm's performance (Nanjundeswaras and Swamy, 2014). Furthermore, a quantitative PhD study showed a causal relationship between transformational leadership and commitment to the job roles of frontline managers of chain hotels in South Carolina, USA (Banks, 2018). It also had a predictive relationship between TFL and commitment to job roles, and the results encouraged training within this domain to promote positive social change by the sustainability of organisational effectiveness through the human resources of the hospitality industry (Banks, 2018). The latter study suggested that transformational leadership was a building block for trust amongst the frontline managers in the studied hotels and is thus a decisive aspect of leadership development conduct. Consequently, it conforms to processes that build social capital within the organisation.

Likewise, other studies showed the same positive results about the influence of TFL on organisation performance. For example, a study conducted in China encompassed 358 valid responses from the staff of 8 international hotels, which used descriptive and factor analysis, and confirmed the trusting attitude towards leaders when applying TFL and positively affected

organisational commitment through distributive justice (Dai *et al.*, 2013). Those aspects existed within a collectivist culture resembling an approximate culture similar to Jordan. Thus, these findings encourage the recommendation of such style to Jordan's four-star hotel stakeholders, reflecting a social capital KSAs' development as it conforms to LDPs enablers (see section 2.5.2).

Similarly, Xie, *et al.*, (2018) found that TFL can build trust and individual identification within a team. These results support resource sharing among members and can lead to performing creatively. Mutual trust, innovative behaviour and a high degree of self-recognition within the team, which TFL can boost, enable members to integrate into effective teamwork. In turn, this process contributes to the organisation's success (Globe Studies, 2004; Xie *et al.*, 2018).

Bass and Avolio, (1993) also confirmed the effect of the transformational leadership dimensions on organisational effectiveness (Bass and Avolio, (1993). Besides, Bass and Riggio, (2006) found that this model is related to positive organisational performance and leader effectiveness in various settings. For instance, they found this relationship in the US and North American companies, Russian and New Zealand companies, private and governmental sectors, and educational and non-profit organisations. They also detected this phenomenon within the groups of salespersons, healthcare workers, high school principals, prison workers and athletes (Bass and Riggio, 2006). All of these studies confirm the TFL's influence on organisational performance.

Given the above, although different leadership concepts could positively impact a hotel's performance, transformational leadership is a promising approach for employers, managers, leaders and employees in the hospitality sector as previous research highlighted the importance of TFL on employee outcomes (Tsai *et al.*, 2009; Saira *et al.*, 2021; Kloutsiniotis

*et al.*, 2023). Therefore, the suggested framework and measures informed by this theory could be given to hotels' leadership to be part of their leadership development plans.

### **Authentic Leadership AL**

Authentic leadership is an emerging research domain that arose due to challenges related to ethical meltdown, terrorism, and SARS at the beginning of the 21st century (Avolio and Gardner, 2005). According to the authors, authentic leaders are “those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others’ values, knowledge and strengths” (Avolio *et al.*, 2004; Avolio and Gardner, 2005).

Moreover, this team proposed a framework to decipher the linkage of authentic leadership to followers’ attitudes and behaviours. They relate it to leaders’ and followers’ personal and social identities, resulting in better followers' attitudes and behaviours through intervening variables such as hope, trust, optimism, and positive emotions (Avolio *et al.*, 2004). The results resemble commitment, job satisfaction, engagement and meaningfulness in attitudes, and job performance, withdrawal behaviours and extra effort in behaviours. Hence when leaders influence followers through such variables, a better follower’s effect could result; in a theoretical understanding and practical step towards authentic leadership development (Avolio *et al.*, 2004).

Further, although authentic leaders could employ different leadership styles, their concern is to build credibility to win respect and trust from their followers and networks of collaborative relations with followers to reach better results (Avolio *et al.*, 2004; Banks *et al.*, 2016).

At the same time, authentic leadership does not involve only leaders in the definition, but also includes authentic followership: followers who follow leaders for authentic reasons,



followers who do not have illusions about their leaders and followers who authenticate leaders for their consistent deep values, beliefs and convictions (Shamir and Eilam, 2005). Furthermore, authentic leadership and transformational leadership are very much interconnected. Banks *et al.*, (2016) found that construct redundancy is about (0.72), which means that the relationship between them is significant in magnitude (Banks *et al.*, 2016).

Furthermore, several studies detected the positive effect of authentic leadership on employees' attitudes and behaviours and, ultimately, organisational performance. They found that the leader's trust, the leader's development of employees' confidence through trust, hope, optimism and resilience and avoiding their weaknesses influenced job performance and employee loyalty (Khan, 2010; Lee *et al.*, 2016). They also discovered that AL positively increases their individual performance, influencing organisational performance (Boyle, 2013; Ribeiro, Gomes and Kurian, 2018).

In this regard, the fundamental notions of authentic leadership could be summarised in four constructs:

<sup>1</sup>Self-awareness (i.e., the impact of how one obtains meaning from the world on oneself),

<sup>2</sup>Relational transparency (i.e., to share one's true thoughts and feelings reflecting true oneself),

<sup>3</sup>Balanced processing (i.e., to process self-relevant data objectively, challenging own past positions while reviewing alternatives to reach a decision) and lastly,

<sup>4</sup>internalised moral perspective (i.e. maintaining moral standards and values in the process of decision making and behaviour; (Neider and Schriesheim, 2011; Steffens *et al.*, 2021).

As the hospitality industry is competitive and dynamic, and authentic leaders provide all the favourable features that could ensure employee organisational-citizenship-behaviour and employee service-quality (Qiu *et al.*, 2019). Indeed, it becomes significant to take this

theory and concepts as enablers and to understand this in the context of Jordanian four-star hotels.

Accordingly, and due to the linkage of transformational leadership and authentic leadership, the current thesis considered both constructs in reviewing the relevant literature (Bass, and Avolio, 1993; Avolio and Gardner, 2005; Bass and Riggio, 2006; Banks *et al.*, 2016; Xie *et al.*, 2018). If discrepancies are found in the conducted processes of leadership development practices from this research within the Jordanian four-star hotels' context, these two domains would be part of the suggestive framework and measures.

Table 2 demonstrates the main themes described within those fields. As part of the leadership development in the context of the four-star hotel in Jordan, TFL and AL notions could greatly benefit the leadership development planning within this sector.

**Table 2**

Dimensions and Themes in TFL and AL

| <i>Themes</i>                      | <b>Description</b>  | <b>Human<br/>Capital</b> | <b>Social<br/>Capital</b> |
|------------------------------------|---|--------------------------|---------------------------|
| Idealised influence / TFL          | The leader serves as an ideal role model for followers  | √                        | √                         |
| Inspirational motivation /TFL      | Leaders have the ability to inspire and motivate followers  | √                        | √                         |
| Individualised consideration / TFL | Leaders demonstrate genuine concern for the needs and feelings of followers that brings the best out of each follower | √                        | √                         |
| Intellectual stimulation / TFL     | Leaders challenge followers to be innovative and creative (improve intellectual skills)                               | √                        | √                         |
| Self-awareness / AL                | the impact of how one obtains meaning from the world on oneself   | √                        | x                         |
| Relational transparency / AL       | to share one’s true thoughts and feelings reflecting true oneself   | √                        | √                         |

|                                     |  |   |   |
|-------------------------------------|--|---|---|
| Balanced processing / AL            | to process self-relevant data objectively, challenging own past positions while reviewing alternatives to reach a decision | √ | x |
| Internalized moral perspective / AL | maintaining moral standards and values in the process of decision-making and behaviour                                     | √ | √ |

Source: (Bass, and Avolio, 1993; Day, 2001; Day and Halpin, 2001; Bass and Riggio, 2006; Neider and Schriesheim, 2011; Steffens *et al.*, 2021) and HC and SC conceptualised taxonomy by the researcher.

### 2.3.3 Challenging Factors for Leadership Development

In a study exploring management competencies within the context of leadership in the hospitality industry in Ireland, findings concluded that hotel managers and owners made sense of the "Irish hospitality" identity to be competent in a commercial environment setting. They positively used their qualities and emotions with crucial skills (such as emotional language) and knowledge with their guests, customers and suppliers (O'Reilly, 2015). The constructionism interpretive framework shaped the meaning of managerial competencies amongst the interviewees. Besides, it took the view that leadership and management cannot be separated. However, this research had some limitations in that it only consisted of twelve interviews and was done solely in the Irish context (O'Reilly, 2015). One more time, the prior investigation helps to understand the interrelation between leadership and management processes in the hospitality environment and additionally, the interconnectivity between management and hotel owners. Therefore, this stand supports the path of the current research, and it forms a challenging factor, when owners play a crucial role in managing or leading the studied organisation.

Likewise, Bolea and Atwater, 2015 explained that "strong leadership without management could lead to senseless change". They argued that managers have subordinates, goals, focus on maintaining, help people to conform, administer and hire workers. In contrast, leaders have followers, vision, and focus on developing, helping people to challenge, innovate

and hire managers because they do not know how to manage. Therefore, they complement each other (Bolea and Atwater, 2015).

In addition, McCauley and Brutus (1998), defined leadership development as "expanding the collective capacity of organisational members to engage effectively in leadership roles and processes" (Day, 2001). Furthermore, leadership roles are determined in formal and informal states, whereas managerial roles are shaped formally (Day, 2001). Moreover, managerial development occurs due to the processes of learning, growing, and undergoing personal change resulting from job roles, responsibilities and tasks (McCauley and Brutus, 1998), hence reflecting human capital (leader) development. At the same time, leadership development arises in building people's social capacity to comprehend non-predicted problem-solving (Dixon, 1993; Day, 2001).

Consequently, differentiating between leadership and managerial aspects, dealing with all organisational members and transforming managers into leaders are processes that enable change and leadership development which forms a challenging factor in the current study. Nonetheless, converting managers to leaders could be done through formal training that enables them to adopt formal and informal roles, responsibilities, and tasks, allowing them to solve unpredicted problems (Khoshhal and Guraya, 2016).

Given the above, the previous studies inspire the current thesis to explore the studied hotels' leadership development among employers, managers, assistant managers, heads, supervisors and employees, because leader and leadership development involves building human capital knowledge, skills and abilities among leaders, managers and employees and requires building the social capital that depends on relational leaders-followers knowledge, skills and abilities (Subramony *et al.*, 2018). Therefore, the current thesis aims to detect utilised leadership development practices in managers' and employees' awareness and determine

managers' leadership roles in governing the organisation. It also involves exploring participants' viewpoints about those LD practices and their influence on the hotels' performance.

Moreover, another study synthesised its framework from a triangulated grounded theory, phenomenological, and action research methods (O'Connell, 2013). It was centred on constructs that leaders must develop within the coming decades in leadership development. Five webs of belief were proposed for the 21<sup>st</sup> century (O'Connell, 2013) as follows:

- 1- Learning is the leader's cognitive organising principle to gain knowledge and engage in practice.
- 2- Reverence: which is the acceptance and incorporation of everyone, everywhere.
- 3- Purpose: is the leader's intentions, mission and contribution.
- 4- Authenticity: is knowing oneself, which opens transparent sharing between leaders and followers.
- 5- Flaneur: is to take a philosophical approach to live and lead.

The previous webs of belief are proximate, in many facets, to the components of the current study related to LDPs and support the purpose of this research. They are based on assessment programs and provide an adaptable set of beliefs in changing world conditions and practical approaches for leader training and engaging leaders in self-constructive practices (O'Connell, 2013). Moreover, examining self-development through evaluation programs is crucial in leadership development (Orvis and Ratwani, 2010) and is connected to 360-degree leadership development practice (Day, 2001; Day and Halpin, 2001). However, they occur if a change is desired and a learning capacity exists within the researched hotels' leadership settings to develop leadership capabilities. In this sense, these webs are challenges. According to

Metcalf *et al.*, 2011, the Middle East's culture prefers the authoritarian top-down type of leadership and has hindering characteristics for change.

As can be seen, the above webs could be enablers in the context of the studied hotels. However, they could be thought of as challenges in the same context due to cultural and other obstacles (Metcalf *et al.*, 2011). Therefore, the present thesis tackles the enablers and challenges within those hotels from the managers' and employees' perspectives to determine leadership development needs within this context. Hence, bearing this in mind, the current study is motivated to explore the LDPs and their influence on the organisation's performance according to the participants' viewpoints, to add to the body of knowledge, the Jordanian four-star hotels' context in literature and practice.

## **2.4 Empirical Review on Linking Leadership Development with Performance**

### **2.4.1 Basic Concepts**

Job performance is the outcome that firms strive to obtain from leadership improvement plans or organisation culture change goals. It is conceptualised around two components: "behaviours" and "results" (Campbell, 1990; Sonnentag and Frese, 2005; Motowidlo and Kell, 2012). Accordingly, "behaviours" is a concept that implies actions that can be counted (sales or assembling parts) and describes a goal orientation. "Results" refer to the individual's behaviour outcomes (Sonnentag *et al.*, 2008; Motowidlo and Kell, 2012). Hence, these actions may result in the number of items sold or the number of products, for example. However, "performance" is different from the "effectiveness" concept (Campbell *et al.*, 1993; Sonnentag *et al.*, 2008). "Effectiveness" refers to the assessment of results. For example, sales' financial value is considered to be the organisation's effectiveness (Sonnentag *et al.*, 2008).

Furthermore, performance is a multi-dimensional domain. Campbell (1990) proposed eight behavioural dimensions sufficient for all jobs; however, they are not of the same form. The following list demonstrates Campbell's (1990) eight factors:

1. Job-specific task proficiency: How well can a person do tasks that make up the core technical requirements of a job and differentiate one job from another?
2. Non-job specific task proficiency: How well can a person perform tasks required by all organisation jobs?
3. Written and oral communications: How well can a person write or speak to an audience?
4. Demonstrating effort: How much a person commits to job tasks and intensely works at them.
5. Maintaining personal discipline: How much does a person avoid malicious behaviour such as alcohol abuse, rule-breaking, and absenteeism?
6. Facilitating team and peer performance: How well a person supports and develops peers in a group that functions as a capable unit?
7. Supervision: How well does someone influence subordinates through face-to-face interaction?
8. Management: How well a person performs other nonsupervisory management functions, such as setting organisational goals and organising people and resources?

It also implies a distinction between task and contextual performance (Sonnentag and Frese, 2005; Sonnentag, Volmer and Spsychala, 2008; Motowidlo and Kell, 2012). For example, Borman and Motowidlo (1997) argue that task performance describes the most likely activities that typically appear on a job description form. In comparison, contextual performance is viewed as individual behaviour that impacts the organisation through the work's social and psychological contexts. Hence, task performance transforms raw materials into goods and

services and allows for the firm's efficient functioning. In contrast, contextual performance excludes formal tasks and involves social and psychological aspects (Borman and Motowidlo, 1997).

Adaptable performance is a different concept in this domain. Pulakos and his team, 2000, state, using factor analysis, that it is also a multi-dimensional construct (Pulakos *et al.*, 2000); it consists of eight dimensions. The following list presents the taxonomy:

1. Handling crises.
2. Handling work stress.
3. Solving problems creatively.
4. Dealing with uncertainties.
5. Learning.
6. Adaptable interpersonal relations.
7. The adaptability of culture.
8. Showing physical adaptability.

Those are the essential milestones of the performance concept. It is crucial to note here that behaviour, task, contextual and adaptive performance constructs are needed in the context of four-star hotels. For example, according to the literature's taxonomy, behaviour and task performance focus on a hotel's operations, whereas contextual performance concentrates on social relations within the tourism and guest community (Borman and Motowidlo, 1997; Motowidlo and Kell, 2012). On the other hand, adaptive performance dimensions are needed for leadership enhancements and organisational culture change (Pulakos *et al.*, 2000; Sonnentag *et al.*, 2008).



Alternatively, this concept is viewed differently in the hotel industry. Many empirical studies demonstrate several other factors that have a crucial impact on hotel and employee performance (Sun and Lu, 2005; Asree, Zain and Razali, 2010; Pereira-Moliner, Claver-Cortés and Molina-Azorín, 2010; Ongori, Iravo and Munene, 2013; Bresciani and Vrontis, 2015; Suharno *et al.*, 2017; Ghebreorgis, 2018; Alfandi, 2020). For example, the hotel's category, motivation, training, working atmosphere, leadership, strategies taken by the management regarding human resources and improvement, employee empowerment, responsiveness to customers and their satisfaction, and hotel occupancy, sales and revenues are all essential elements reflecting hotel performance.

Further evidence exists in the literature regarding the determinants of performance and the factors influencing employee practices in the hotel industry, reflecting elements of the "performance" construct. For example, Ghebreorgis, (2018) investigated whether the factors - motivation, training, working conditions, employee-employer relationship and leadership - could influence performance in the hotel industry in Eritrea (Ghebreorgis, 2018). He found that training, motivation and working conditions significantly affected performance, whereas leadership and the employee-employer relationship did not. This result was due to a lack of clear and robust leadership directives and the absence of a proper mechanism for handling employee complaints and grievances by the management (Ghebreorgis, 2018).

However, Pawirosumarto and Sarjana, (2016) indicated a positive and significant influence between leadership style and discipline on employee performance (Pawirosumarto and Sarjana, 2016). In addition, many other studies reflect the significance of leadership practices and their influence on organisation performance (Ogbonna, and Haris, 2000; Limsila and Ogunlana, 2007; Nanjundeswaras and Swamy, 2014).

Furthermore, many other empirical studies support the notion of an existing relationship between leadership development and organisational performance. For example, Bourini and his colleagues, (2018), investigated the impact of managerial practices on service quality and job satisfaction in Jordanian five-star hotels in a positivist research paradigm using quantitative research methods (Bourini *et al.*, 2018). They found that employee empowerment and work environment through job satisfaction significantly influenced their perceived employee service quality. However, the study revealed that supportive leadership behaviour did not significantly impact, as a moderator, the relationship between job satisfaction and employee service quality. In conclusion, this study recommends that Jordanian leaders in the hotel industry adopt frontline employee empowerment practices and supply better work conditions (Bourini *et al.*, 2018).

Such studies provide relevant evidence for improving leadership processes in the four-star-hotel organisation's setting. They confirm the influence of leadership development and leadership development practices on the hotels' performance. Accordingly, they support the position of this research study.

However, the current thesis is not probing performance; rather, it explores the LDPs in Jordanian four-star hotels and their influence on OP from informants' perspectives, taking it as a reference point. Therefore, according to the first and second objectives, the thesis explores the link between LDPs and perceived organisation performance (POP) in the context of the studied hotels using it as a reference point in understanding this link according to participants' views.

Correspondingly, individual perceptions impact the work environment as they generate distinct behaviours in the workplace (Elnaga, 2012). Thus, according to the first and second

research questions, the present study probed into the participant hotels' organisational performance perceptions to understand how LDPs influence this aspect.

## **2.5 Adopted Definitions and Measurements**

### **2.5.1 Leadership Development Practices (LDPs)**

Leadership development practices are means of leadership development (Day, 2001; Subramony *et al.*, 2018). Those practices are embedded in the leadership development system of the organisation and intended for improvement. Some of them are related to performance management, such as 360-degree feedback. Others are connected to corporate socialisation facilitation, like mentoring or productivity enhancement, reflected in job assignments and action learning. Hence, such practices, labelled as “popular”, are utilised in many corporations globally to develop leadership as it enhances organisational performance (Day and Halpin, 2001). Those practices were demonstrated previously in table (1).

Moreover, other implementations emerged from the development of the "Leadership Practices Inventory" approach, which were employed to measure and evaluate the behaviours of leaders (Wase and Lull, 2021). Those practices include enabling others, modelling the way and inspiring a shared vision, among others. However, the present thesis focused on the practices in the literature that are more popular and most frequently adopted in giant leadership development companies and are easy to implement ( Day and Halpin, 2001). Therefore, in the current thesis, the emphasis was on the most popular seven practices addressed in the literature, shown in table (1), and to explore if these practices are perceived in the leadership development process in the context of the studied Jordanian hotels. Hence, the measurement questions reflected the exploration of the studied hotels' existent LDPs according to participants' views. They also probed into the challenges of LDPs utilisation or using them as enablers.

### **2.5.2 Leadership Development (LD)**

Developing people to lead firms and organisations has always been challenging (Gosling *et al.*, 2016). Day, (2001) argues that leaders are one thing and leadership is another. Leader development focuses on improving leaders' ability individually through training and skills enhancement (Barling and Weber, 1996; Day, 2001).

In comparison, leadership development is an emergent characteristic of effective systems design (Salancik, *et al.*,1975; Day, 2001). An example of the latter is the transformational leadership theory which incorporates several dimensions that bring about leaders' progress and leadership development (Bass, 1985; Day, 2001). Therefore, in this sense, leadership development incorporates relational systems to build commitments among leaders in practice (Wenger, 1998). It involves an integrated strategy that makes people understand how to relate to each other, organise their efforts, construct loyalty and build social networks (Day, 2001). It is defined "as expanding the collective capacity of organisational members to engage effectively in leadership roles and processes" (McCauley and Young, 1993; Douglas and McCauley, 1999; Day, 2001). It engages in building the people's ability to acquire the knowledge of solving unpredicted problems (Dixon, 1993).

However, Day, (2001), argues that managerial development differs from leadership development in whether the improvement process is formal or informal (Day, 2001). He proclaims that management development roles are formal, whereas leadership development includes both. In this sense, this explorative study investigated managers' roles as leaders and their practices in leadership development among the top and lower personnel levels and their influence on organisational performance in different settings of Jordanian four-star hotels to

understand if managerial development within this segment is played in leadership development capacity.

Moreover, leadership styles development is defined by several contemporary interconnected leadership styles, such as transformational leadership and authentic leadership (Bass and Avolio, 1993; Avolio and Gardner, 2005; Bass and Riggio, 2006; Banks *et al.*, 2016; Xie *et al.*, 2018). For example, Bass and Riggio (2006) demonstrated how transformational leadership connects to constructive leader effectiveness in diverse contexts. At the same time, Avolio and Gardner (2005) signified that genuine thinking and behaving are related to productive leader-follower relations that end with formative leadership. The significance of such contemporary leadership development styles and their influence on leadership progress directed the present research towards exploring this literature. Accordingly, the current review was employed, along with the findings, in suggestive measures and a framework that could benefit the context of the Jordanian four-star hotels.

Furthermore, transformational leadership is one of the most researched facets of leadership development styles (Braun *et al.*, 2013). It has been 42 years since Burns (1978) introduced this concept in his political writings (Burns, 1978; Bass, 1999; Morton *et al.*, 2014). He demonstrated how leaders transformed from one stand to another (Burns, 1978), however, it was not until Bass *et al.*, (1985), who conceptualised and operationalised this concept that the study of transformational leadership started to emerge rapidly in different sectors and cultures (Bass and Avolio, 1993; Bass and Riggio, 2006; Patiar and Mia, 2009; Menges *et al.*, 2011; Morton *et al.*, 2014; Alexander *et al.*, 2017). In this regard, leadership is "the behavioural process of influencing individuals and teams towards attaining specific objectives or goals" (Northhouse, 2001; Morton *et al.*, 2014). In comparison, transformational leadership is a process of stimulating and inspiring followers to achieve outstanding tasks and expand their leadership ability (Bass and Riggio, 2006).

Concurrently, literature proclaims that authentic leaders are related to genuine thinking and behaving and are "perceived by others as being aware of their own and others' values, knowledge, strengths and awareness of the context in which they operate" (Avolio and Gardner, 2005). Therefore, authentic leadership is associated with positive follower attitudes that lead to productive relationships between leaders and followers (Shamir and Eilam, 2005; Gosling *et al.*, 2016). Accordingly, those relationships would have a developmental influence on leadership and organisational performance.

Consequently, the present thesis explored those styles' literature and connected them to the study to help generate recommended measures and a framework relying on its developmental aspects in the leader-follower relationship inside the Jordanian four-star hotels.

### **2.5.3 Performance (P)**

It is essential to define performance in the context of the hotel industry. Nevertheless, a definition of job performance in the context of industrial-organisational psychology could be helpful for organisational performance in different sectors (Motowidlo and Kell, 2012). Hence, job performance is "the total expected value to the organisation of the discrete behavioural episodes that an individual carries out over a standard period" (Motowidlo and Kell, 2012). A crucial point of this definition is that the construct "performance" possesses an aggregated property of multiple discrete behaviours over time and forms the organisational expected value. In that sense, performance refers to different practices by the same individual or different individuals at different times, which bring about a better or worse contribution to the organisation (Motowidlo and Kell, 2012). In this respect, performance within the studied four-star hotels would be the leaders' and employees' aggregate, multiple, discrete actions over time. Thus, improving "performance" depends on the leader-follower relational aspect in the work

environment, leading to employee learning that positively impacts change (Wenger, 1998; Day, 2001; Gosling *et al.*, 2016). The latter explication aligns with the leadership authenticity construct within an organisation.

Likewise, Campbell, 1990, Sonnentag and Frese, 2005, differentiate between behavioural perspectives and the outcome aspect within the definition of "performance". It consists of actions, such as leading a group of people to deliver services in a hotel, and the outcome aspect refers to the consequences of the individual practice (J. Campbell, 1990; Sonnentag and Frese, 2005). These behaviours may result in the relationship between the manager and his followers in conducting a hospitable task. The latter task might raise or decrease performance within the four-star hotel, measured by sales or revenue changes (Subramony *et al.*, 2018). Therefore, although manager-employee or employee-customer relationships demonstrate performance, it is rather the measurement of this construct that could be manifested in revenues or sales changes within the operations of a hotel (Wassenaar and Stafford, 1991; Shamir and Eilam, 2005; Sun and Lu, 2005; Bresciani and Vrontis, 2015; Gosling *et al.*, 2016; Subramony *et al.*, 2018). On the other hand, the focus of this construct could be shown within the financial aspects, as mentioned, or other non-financial methods such as customer satisfaction (Bresciani, S. and Vrontis, 2015; Chidozie and Anayochukwu, 2019).

Furthermore, this research primarily explores the leadership development practices within the four-star hotels' context and their perceived organisational performance (POP) from the leaders' and employees' viewpoints. Its main focus is on the LDPs exercised and their enablers and challenges. Thus, organisational performance acted as a reference point as perceived by the participants for exploring the link between it and leadership development practices implemented in the context of Jordanian four-star hotels.

#### 2.5.4 Measurements

Performance measurement in firms was proposed by (Stewart III, 1991) in the economic value added EVA concept (Lee and Kim, 2009), which is a financial measure of real profit. EVA reflects incremental additions to the cost of capital: equity and debt. Thus, a positive performance can be achieved only when a company generates returns that exceed the capital cost (Stewart III, 1991). However, Lee and Kim (2009) found that EVA is not an accurate measure for market return, while refined EVA (REVA) and market value-added MVA showed meaningful explanatory power as performance measures within the three hospitality sectors examined in the study<sup>3</sup>. They also found that the "return on assets" (ROA), the traditional financial measure, had a positive explanatory power on the hotel sector along with REVA and MVA. They concluded that their findings concerning hotel sector performance measures contributed to academics and practitioners within this domain. Therefore ROA, REVA and MVA are assessment tools for whoever wants to evaluate performance in the hotel industry (Lee and Kim, 2009).

Alternatively, traditional performance measures and self-reporting tools such as sales, revenues, profits or the above measurements were criticised for their limited-focused and short-term orientation (Hoogh *et al.*, 2004; Ivankovič *et al.*, 2010). Moreover, considering the multi-dimensional property of performance (Sonnentag and Frese, 2005; Sonnentag *et al.*, 2008; Motowidlo and Kell, 2012), some scholars like Jing and Avery, (2008) stated that the quality of performance measurement would be reduced if it only employs either the financial tools or the non-financial ones. They argued that in order to enhance the research validity, researchers need to employ both of them (Jing and Avery, 2008). This is vital due to the interrelationship

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<sup>3</sup> hotel, restaurant, and casino



between financial and non-financial measurements, such as customer satisfaction and job satisfaction (Jing and Avery, 2008).

Furthermore, it is not enough to focus on financial reporting tools to measure a firm's performance. Any company needs to generate strategic evaluation that could assess its performance, other than reports prepared by financial staff (Melia and Robinson, 2010). In his thesis, Murray, (2018), demonstrates that the limited use of non-financial metrics in the hospitality sector, lagging in service quality indicators, and customer satisfaction is associated with a primary focus on control, internal promotions, and increasing corporate ownership rather than strategy (Murray, 2018). Moreover, performance measurements need non-financial indicators to determine hotels' conduct (Saadeh, 2019).

Likewise, different authors confirmed the crucial employment of financial and non-financial indicators in performance measurements inside and outside the hotel industry (Bergin-Seers and Jago, 2007; Pereira-Moliner *et al.*, 2010). Others regarded the average occupancy rate or the revenue performance indicator as a performance measure in the hotel industry (Sun and Lu, 2005; Alfandi, 2020). Further studies identified customer satisfaction and balanced scorecards as performance indicators in the hotel industry (Sainaghi, 2010; Bresciani *et al.*, 2015).

However, the studied Jordanian hotels lack complex systems of gathering and analysing data and consider them costly (Nazzal, 2018; Batarseh, 2018). Besides, Murray (2018) confirms the alliance of data collection difficulty and its cost with the hotel industry.

According to the research questions, this thesis's primary focus is to understand leaders' and followers' interpretations of leadership development practices and their influence on perceived organisational performance (POP). Therefore, the thesis focuses qualitatively on

exploring LDPs and their influence on POP as a reference point, not on measuring hotel performance. It achieved this by the measurement questions<sup>4</sup> dealing with those matters.

Moreover, the thesis qualitatively investigates the LDPs' relationship to customer satisfaction in the views of the managers and employees. Four-star hotels lack the knowledge and ability to collect systematic data on customer satisfaction (Batarseh, 2018; Nazzal, 2018). Therefore, part of the interview questions probed into this aspect through the participants' perspectives to determine the managers' and employees' perceptions of POP, such as customer satisfaction construct (CS) connection to LDPs within the context of Jordanian four-star hotels.

Finally, as shown above, the thesis focused on the popular LDPs demonstrated in the literature according to Day, 2001, Day and Haplin, 2001, and Day and Dragoni, 2015, table (1). Therefore, the study investigated, through review questions<sup>5</sup>, the use of practices in the studied hotels to develop leadership, the challenges of implementing them and their use as enablers from the managers' and employees' perspectives.

## **2.6 The Gaps**

There are narratives within the four-star Jordanian hotel community and evidence in the literature that shows a problem in leadership development, especially in the Middle East region, which results in low organisational performance. Furthermore, there is a lack of evidence on this topic within the Jordanian four-star hotel industry. Therefore, the current thesis covers related gaps in the leadership development practices: theoretical and empirical, as follows:

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<sup>4</sup> The interview guide

<sup>5</sup> Ibid.

1- Leadership development practices have not been studied matching the Jordanian four-star hotels' context. However, in other settings, literature and theory reflect the existence of LDPs and their influence on OP. Thus, this thesis covers this gap in the Jordanian four-star context; thereby, it adds to the theory and literature about Jordanian four-star hotels' LDPs and their influence on performance, showing the enablers and challenges confronting LD programs and processes.

2- The literature review demonstrates the significance of existing leadership development practices among managers and employees in distinct contexts. However, this aspect has not been tackled in the Jordanian context. That is why the present thesis investigates this facet in the Jordanian four-star hotel setting and adds it to the empirical literature.

3- Literature denotes the importance of leader-follower relations and LD employee awareness and their influence on organisational performance. Accordingly, the current thesis addresses that domain, by exploring this facet and probing into its enablers and challenges in the context of the studied hotels.

4- The thesis examined the managers' and employees' awareness of LDPs and their enablers and challenges to see if the popular LDPs found in the literature are missing in the Jordanian four-star hotels' context; a gap that the current study covers.

5- The thesis explored the empirical literature with respect to leadership and management in the context of hospitality sector within the middle-east region. However, according to the literature reviewed, this topic has not been tackled in the context of Jordanian four-star hotels. Therefore, this thesis probed into this aspect to cover this contextual gap.

## **2.7 Conclusion**

This thesis contributes to the literature and practice, in the leadership development practices domain, within the Jordanian setting. Hence, it has a professional contribution through the measures and the framework. It also revealed the non-progression factors obstructing this sector's leadership and organisation performance development. Besides, it is the basis for recommendations to stakeholders and dissemination of findings through seminars and taught classes by the researcher. Therefore, due to the minimum implementation of LDPs in hotels' leadership development, a framework and measures were suggested, depending on the findings and supported by evidence from the literature, to fill an empirical gap in the context of Jordanian four-star hotels.

## **3 Methodology and Research Design**

### **3.1 Introduction**

This chapter discusses the research strategy, methodology and methods employed. It begins with a discussion of the philosophical standpoint concerning the research topic. It is followed by the justification of the methodology used and a detailed description of the methods employed to reach the findings. Then, the rationale for using a qualitative approach and induction theory is discussed, followed by the research design, described in detail. This chapter also explored the multiple-case-study method utilised to collect the data and the purpose of employing it. Interviews as a data collection method were discussed then the interview guide was presented. The latter consists of the case-study questions that were asked of the participants (appendix 3). The rationale for determining the number of case studies was introduced, followed by a description of the method used to collect the data, whereas, the tool of analysis employed for data analysis was a thematic approach. This analytical strategy was illustrated, then positionality, ethical consideration and conclusion sections concluded the chapter.

According to the research questions, the nature of the study focuses on exploring leadership development practices and their influence on organisational performance and understanding its processes in Jordanian four-star hotels. Furthermore, it emphasises discovering its perceived concepts and revealing the undefined contextual elements within the phenomenon. It also seeks to recognise leaders' and followers' apprehension of leadership development practices in distinct hotel contexts, elicit multiple constructed realities, and delve in-depth into its complex processes (Merriam, 2002; Marshall and Rossman, 2006). Therefore,

a qualitative research approach is suitable for this study since it concentrates on understanding the stakeholders' interpretations of the above elements.

## **3.2 Philosophical Assumptions**

### **3.2.1 Ontology and Epistemology**

Saunders and his colleagues (2009) argue that according to the researcher's choice of the studied topic, its research questions, and their view of the world, the research would take a stand in philosophy. The research approach depends upon the ontological and epistemological considerations which formulate the philosophical position. This is the researcher's assumption about how the world works, and what constitutes adequate knowledge in a field of study (Saunders *et al.*, 2009; Bryman and Bell, 2011).

Ontology refers to the researcher's beliefs about the nature of the surrounding world and the study of existence's fundamental nature. In comparison, epistemology refers to how knowledge is acquired. It is "how people know what they know" (Killam, 2013).

Furthermore, the researcher's ontological beliefs dictate the epistemological position, while ontological and epistemological stands drive the researcher's methodology (Killam, 2013). Thus, if the ontological concerns deal with the external nature of reality, then it is objective. It raises questions about the researchers' assumptions about the world that works outwardly. Hence, it takes the objectivism position as it indicates that the social phenomenon, as part of reality, tackles the world as facts beyond the social actors' reach (Bryman and Bell, 2011).

In comparison, an alternative stand states that the stakeholders are continually forming a social phenomenon as it is not pre-given and does not confront social actors as an external

reality. Most scientists and researchers indicate this stand as constructivism (Mason, 2002; Bryman and Bell, 2011; Silverman, 2017; Saunders, Lewis and Thornhill, 2019). It suggests that people understand the social world as a societal product rather than a separate entity, signifying that its meaning is constructed through their interactions. Hence, researchers also refer to this construct as subjectivism. Therefore, it also implies that people understand the meanings attached to social phenomena as a formulation from the social actors' perceptions and consequents (Bryman and Bell, 2011; Saunders, Lewis and Thornhill, 2019). Accordingly, the researcher chose a study path that determines the research design according to the latter ontological position choice, depending on the research question's nature.

The above ontological considerations relate to epistemological concerns. If the ontological position is considered objectivism, then the epistemological stand would be positivism and it is also thought to be within the naturalist stance. This doctrine advocates the application of natural science methods. Similar to physical reality, it works with observable social facts that conclude generalisable findings (Bryman and Bell, 2011; Silverman, 2011, 2017; Saunders, Lewis and Thornhill, 2019). Hence, according to the current research questions, the previous position is not the researcher's standpoint.

Accordingly, the previous epistemological stand generates a strategy of collecting the data to test a theory after developing a hypothesis. Then the hypothesis is tested, rejected or confirmed, leading to the development of the theory. However, qualitative researchers reject employing natural sciences methods in studying the social context (Merriam, 2002; Bryman and Bell, 2011; Silverman, 2017; Yin, 2018; Saunders, Lewis and Thornhill, 2019). Nevertheless, another position of epistemology contrasting with positivism is interpretivism. This absorbs those writers' viewpoints regarding the study of social reality (Bryman and Bell, 2011). Interpretivism considers the subject of social research: people and their institutions, radically different from the natural sciences since it entails the researcher grasping the

subjective meaning of social action. For example, a social researcher could interpret the understanding of leadership development practices according to those involved in this structure of social action (Bryman and Bell, 2011; Saunders, Lewis and Thornhill, 2019).

Given the above notions, this thesis followed the interpretive epistemological assumption, consistent with the constructionism ontological stance. It is trying to understand the interpretations of the stakeholders within the four-star hotel segment. It views participants' conduct as social constructs generated from their experiences. That is why the epistemology practised in this research has interpretive effects based on social interactions. Besides, the tenuousness of the leadership development concept within the four-star Jordanian hotels, being an objective element, directs this study toward a qualitative approach which implies the constructionism interpretive position (Merriam, 2002; Marshall and Rossman, 2006; Bryman and Bell, 2011; Killam, 2013; Saunders, Lewis and Thornhill, 2019).

### **3.3 Methodology: Quantitative VS Qualitative**

A quantitative approach is a research strategy that concentrates on quantification in collecting and analysing the data. This choice requires a deductive approach and entails objective, positivist, and natural scientific methods (Bryman and Bell, 2011). It generates statistics and uses methods such as large-scale surveys, questionnaires and structured interviews (Dawson, 2002). It follows a different path than the qualitative strategy. Bryman and Bell (2011) listed ten steps to follow while conducting a quantitative study: the first step elaborates a theory, followed by devising a hypothesis, then selecting the research design and devising the measures of the concepts which the research uses. The next steps are: selecting the research site, selecting the research participants, collecting and analysing the data, developing the findings and writing the report.



Conversely, a qualitative approach differs from the former by emphasising words rather than numbers in collecting and analysing the data. The qualitative strategy entails the inductive approach and involves the techniques of subjective, constructive and interpretive stances. Furthermore, it rejects natural science practices and sees social reality as a continuously emergent attribute of individuals' formation (Bryman and Bell, 2011; Saunders, Lewis and Thornhill, 2019). It follows six steps while engaging in qualitative research. The first step is to appoint a general research question. Then the researcher selects sites and participants, then collects the data, and collects further data iteratively. The next steps are; to interpret the data, conceptualise and form the theoretical framework, and then to write the report (Bryman and Bell, 2011)

Therefore, the key to understanding a qualitative strategy lies in the notion that social reality is constructed by interacting individuals (Merriam, 2002). Consequently, the methodology is the research strategy (Bryman and Bell, 2011) as it is the way that the researcher follows to discover knowledge systematically. Moreover, ontological and epistemological positions dictate the researcher's methodological approach (Killam, 2013). Accordingly, the current research took the interpretive constructionism stand because it sees leadership development practices as constructively interpreted by the four-star hotels' leaders' and followers' perspective. That is why this research focuses on the qualitative approach to discovering leadership development practices and their influence on organisational performance in the studied hotels' segment. Furthermore, it aims to understand the leaders' and followers' perspectives about their practices in developing leadership and how they influence organisational performance in different hotel contexts. Hence, various constructions and interpretations of reality point to defining leaders' and followers' roles in different contexts of the studied hotels.

Moreover, this research aims to explore these constructions qualitatively for the following reasons. First, the qualitative approach aligns with the collective-case-study inquiry (multiple) because it develops in-depth descriptions and analyses in multiple cases (Creswell and Poth, 2018). Second, knowledge gathered through that approach is best understood from the leaders' and followers' perspectives in different hotel contexts and conforms with the research questions and objectives (Mason, 2002; Bryman and Bell, 2011; Silverman, 2011; Yin, 2018). Last, the qualitative approach has an exploratory attribute and enables the current study to be flexible, data-driven and contextually sensitive. These reasons conform to the purpose of the present thesis.

To conclude, the stand of this thesis adopts the constructionism and interpretive philosophical positions. These stances dictate the strategy, approach and methods involved in the research. Therefore, the study followed the qualitative and induction approaches according to these positions. Thus, the methods used to collect and analyse the data were determined according to these settings. Moreover, the multiple-case study method, widely used in qualitative design, was the basis of the study<sup>6</sup>. Three case studies were initially selected from the four-star Jordanian hotels, and a total of twelve interviews. Four participants (two managers and two employees) were interviewed from each case hotel. The mentioned number is supported by (Guest, Bunce and Johnson, 2006); they argue that the most data saturation occurs within the first twelve interviews. This chapter's research design section (3.6) discusses the steps taken to conduct this study.

### **3.4 Deduction and Induction Theories**

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<sup>6</sup> The reason is discussed in section (3.6.2)

This section briefly illustrates what induction and deduction theories are. It also justifies the rationale of using one of the theories as there is no better approach in research other than using the appropriate one depending on the research questions and the philosophical position (Saunders *et al.*, 2007; Bryman and Bell, 2011; Killam, 2013).

A deduction theory is used in quantitative research that tests the theory and directs the natural science model. It represents the ordinary view of the relationship between theory and research. It entails a process in which theory leads to observations and findings. Therefore, the deduction procedure starts with a theory that deduces a hypothesis or several hypotheses that are subject to scrutiny. Then the researcher needs to translate these hypotheses to operational terms, which dictate the data collection methods. Analyses are followed by this step which implies the quantitative and statistical nature of the data. Then the findings follow when hypotheses are confirmed or rejected, and finally, the theory's revision takes place (Bryman and Bell, 2011).

However, as illustrated earlier, this study is related to the qualitative approach and induction theory. The induction process is a reverse procedure to the deductive theory. It implies an action in which observations and findings lead to theory (Bryman and Bell, 2011). This stance means that theory is the outcome of the research. It delineates generalisable inferences out of observations. It has an iterative property that entails swerving back and forth between data and theory, which is evident in grounded theory (Braun and Clarke, 2006, 2012; Bryman and Bell, 2011; Howitt, 2019; Saunders, Lewis and Thornhill, 2019). Inductive researchers often use this approach to generate theories. However, not all induction studies lead to theory generation since many researchers use this approach to provide empirical generalisations (Bryman and Bell, 2011). Consequently, the course of the present study is to employ the inductive theory in data collection and data analysis to reach empirical

generalisations in a context that has never been tackled before which is consistent with the qualitative approach described above.

### **3.5 Research Questions and Propositions**

#### **3.5.1 Research Propositions**

The current multiple-case study is explorative in its nature and follows the qualitative approach. However, study propositions may be established to guide the research analysis (Yin, 2018):

1. Leaders in Jordanian four-star hotels do not employ LDPs described by literature (Day, 2001; Day and Halpin, 2001; Subramony *et al.*, 2018) in leadership development (LD).
2. LDPs exercised in Jordanian four-star hotels have a minimum influence on organisational performance (OP).

As previously indicated, these propositions could help in analysis, especially in the pattern matching procedure.

#### **3.5.2 Research Questions**

RQ1 How do current leadership development practices influence the organisational performance?

- RQ2 How does context influence the leadership development practices in selected four-star Jordanian hotels?
- RQ3 How do leaders and followers apprehend the enablers and challenges of these existing LDPs and their influence on organisational performance?
- RQ4 What leadership development practices are functioning in these selected hotels, and are they sufficient to meet the development requirement?

### **3.6 Research Design**

The research design links the research questions, philosophical positions and research strategy with data collection methods and data analysis (Saunders et al., 2009; Bryman and Bell, 2011). It is crucial to note that the case study method covers a wide variety of domains, including business and industry. It provides a detailed description and insightful clarification while answering the “how” and “why” questions or the “what” question that describes what happens (Yin, 2012). Therefore, this approach was chosen for its appropriate engagement in explaining the studied phenomenon. The following sections demonstrate the justifications for employing this method.

#### **3.6.1 Methods of Data Collection in Qualitative Design**

Qualitative research design is a logical plan that constitutes a set of addressed questions to get the research to a set of conclusions (Yin, 2018). Furthermore, in the course of multiple case studies, it uses qualitative theory to design a proper data collection and analysis scheme, ending with findings and results (Yin, 2018).

Additionally, the theory of qualitative research design distinguishes between several qualitative approaches. Researchers employ those perspectives according to each one’s central

purpose. For example, the narrative method explores the individual's life as the research focus. In comparison, phenomenology understands the essence of the phenomenon by reflecting the lived experience of the participants. Moreover, grounded theory develops a theory which is grounded in the field's data, while ethnography describes and interprets a culture-sharing group (Creswell and Poth, 2018).

### **3.6.2 Case Study**

On the other hand, a case study develops an in-depth description and analysis of a case or multiple cases. In addition, it is a method with contextual material which draws upon multiple sources of information. Furthermore, it describes the case in detail and mentions several focuses on a single issue (Creswell and Poth, 2018).

Moreover, case study research examines the context without manipulating the circumstances or the people involved in the study and studies the researched phenomenon's relevant contextual conditions (Yin, 2012). Besides, it involves studying the cases within real-life contemporary settings, and when the boundaries are not clear between the phenomenon and the context, the case study method is seen as an adequate tool to engage in qualitative research (Yin, 2012). That is why the case study approach is a more convenient tool to apply to this thesis. Moreover, the boundaries of understanding leadership development practices and their influence within the Jordanian four-star hotels and the context cannot be seen. Thus, all of the above characteristics of the case-study method comply with the current research. However, many researchers consider it to be the method of last resort since it is only exploratory, and they encourage using other methods. Nevertheless, this view is outdated because, recently, experiments and social studies have their exploratory modes, and besides, case study research goes well beyond exploratory functions (Yin, 2012, 2018).

Correspondingly, since this research focuses on the exploratory aspect and aims to understand and explain the leadership development practices and their influence on OP, it is adequate to apply it to develop the relevant findings.

### **3.6.2.1 Multiple-Case-Study (MCS)**

Furthermore, a qualitative research design that employs multiple-case studies has several objectives. It focuses on the in-depth experiences of the participants and collects information to understand social behaviour. It also captures the human experiences while accepting the subjectivity of the cases being studied in different case contexts (Stake, 2006; Yin, 2018). Therefore, it is a proper approach to discover social constructs and the causes of societal phenomena in different hotel contexts (Stake, 2006; Silverman, 2017), and it is also consistent with the present thesis's aims and objectives. Further, MCS forms an adequate tool to answer the study's research questions. Thus, as per the purpose of the study, MCS's attributes achieve in-depth exploration of contextual circumstances in each case hotel. In this way, it draws upon multiple sources of information (the multiple cases). That is why the current study chose the multiple-case-study method.

Moreover, the collective-case-study (multiple-case-study) method was applied in the present thesis because it is a choice of what to be explored within a bounded system and investigates a contemporary phenomenon, in-depth, within its real-life context (Yin, 2018). Therefore, it recruited participants (managers and employees) from different four-star hotels in Jordan. Typically, the hotels' contexts are bounded systems, while the study aims to explore the phenomenon within its real context.

On the other hand, as collective case studies are utilised to explore and understand the phenomenon in different case-hotel settings, it is practised to see whether findings converge or diverge from LDPs described in table (1). It is also applied to learn about the elements that interpret similarities and differences (Patton, 2015). Furthermore, it seeks evidence in different contexts (Stake, 2006) and digs for convergence and divergence patterns that pervade the cases (Takahashi and Araujo, 2019). In this respect, cases could be added until theoretical saturation is attained (Takahashi and Araujo, 2019). The convergence of cases, if iterated, makes it applicable to generalise the predicted propositions (Silverman, 2017; Yin, 2018). However, the study's sample would not represent the population (Silverman, 2017; Sekaran and Bougie, 2018; Yin, 2018). Nevertheless, if the divergence of the cases is repeated in the findings, further studies would be required in the future in four-star hotels regarding this topic, which would be a limitation of the current thesis.

### **3.6.3 Participants**

The current investigation initiated three cases in Jordanian four-star hotels, then a fourth case followed. Yin (2018) mentioned that choosing different cases allows the researcher to observe and study a specific phenomenon from different angles or try different approaches on a trial basis. It also protects against validity threats, maintains a chain of evidence, and investigates rival explanations (Yin, 2018). These alternatives justify the present choices in the current thesis.

In addition, it is known that a leader is a person who influences his subordinates to achieve a specified goal. In comparison, a manager is a person who manages the organisation and is responsible for planning, direction, coordination and control (Surbhi, 2018). However, according to O'Reilly (2015), Bolea and Atwater (2015) and others (Yamak and Eyüpoglu, 2018; Elkhwesky, 2022; Fayed and Fathy, 2022), leadership and management are two facets



that complement each other and managers are required to develop their leadership capacity. That is why this thesis took the view that leadership and management cannot be separated.

Therefore, the interviews involved two leader-participants from the employers, directors of operations, managers, heads, or supervisors. Those informants were selected because they make up the head people in the hotel who are concerned with the hotel's performance and generate programs and policies regarding leadership development that affect organisational performance (Waller, 2007). For instance, if the hotel chooses a marketing manager, his tasks are "to create and sustain productive relationships with desirable customers" (Waller, 2007). This process results in a growing number of customers who spend more money. It was further believed that a marketing manager could be a good source of the appropriate data for collection. Hence, a marketing manager would form a proper candidate to participate in the research as he reflects a good source of utilised LDPs and their influence on OP. Likewise, a human resources manager or a food and beverage manager are concerned with skills, training and leader-follower program enhancement and could be another source of data collection. Those would also establish acceptable participants in the current study whereas the general managers, if the hotel's management appointed them, are at the top of the organisational chart; they are the prominent leaders (Waller, 2007). On the other hand, the other two participants involved were "two employees" because they presented the bottom-up investigation procedure and were assigned according to the hotel's in-charge manager. This plan was taken because it matches the regulations and requirements of the four-star hotels' management. This sampling procedure is selected, ensuring the thesis's validity (Silverman, 2017) while conforming to the hotels' regulations.

Then, semi-structured questions, which are listed in the interview guide (appendix 3), were asked to the participants through interviews (Rashid *et al.*, 2019), as this process would generate qualitative data (Patton, 2015; Rashid *et al.*, 2019; Saunders, Lewis and Thornhill,

2019). Those questions (managers' questions were different from employees') were asked to participants in every studied hotel to detect their understanding of LDPs practised and their influence on the hotel's performance. Then, the data collected from interviews was analysed. The thesis combined sources of data collection: multiple case-study, each of which constituted two managers and two employees, as mentioned, as this approach added rigour, depth and breadth to the study (Yin, 2009, 2018; Rashid *et al.*, 2019). Appendix 6 describes the participants' profiles.

### **3.6.3.1 Sample Design**

In order to select the studied hotels, the current thesis followed the purposive sampling method, also known as purposeful sampling (Patton, 2002, 2015; Silverman, 2017; Saunders, Lewis and Thornhill, 2019).

The sampling reasoning (or rationality) in the multiple-case study approach is seen as replication in qualitative research and not as understood in the quantitative sampling logic (Yin, 2009). It is analogous to multiple experiments which lead to a specific finding. Correspondingly, the experiment model aims to replicate the trial to ensure the lead towards an indicated finding. Only then are the findings of this experiment considered robust. Likewise, conducting multiple-case studies could lead to rigorous results (Yin, 2018).

However, many research experts (Mason, 2002; Patton, 2002; Adler *et al.*, 2012; Patton, 2015; Saunders, Lewis and Thornhill, 2019; Takahashi and Araujo, 2019) confirm the ambiguity of determining the sample size in qualitative research. Besides, the sample size depends on “the research's aim and inquiry, what the researcher wants to know and the available time and resources” (Patton, 2002). Furthermore, Stake (2006) states that fewer than

four cases would not be enough to show credible findings and more than ten could be overwhelming and impede analysing and understanding.

Correspondingly, the current study employed “purposive sampling” as a technique used in qualitative research for a number of reasons. Firstly, it chose participants depending on their expertise in the studied field and reflects the population's diversity (Sekaran and Bougie, 2016); secondly, it focused on the phenomenon in-depth (Yin, 2009, 2018; Schoch, 2016). Thirdly, it was also utilised because it was inappropriate to employ probability-random sampling in qualitative research. Further, in-depth studies are involved in fewer units (Silverman, 2017).

Moreover, it is known that sampling in qualitative research is not statistical. Instead, it is based on the researcher's judgment, where selecting the sample allows him to achieve the thesis's aims and objectives and answer the research's inquiry (Patton, 2002, 2015). That is why it is employed here in the current thesis. In this case, the generalisability of cases would be to the theoretical (or predicted) prepositions or social relations rather than populations (Silverman, 2011, 2017).

Fourthly, the current thesis's target population (Sekaran and Bougie, 2016) consists of thirty-five four-star hotels within the Jordanian hotel industry (MOTA, 2019). Following what is supported by (Guest, Bunce and Johnson, 2006), the sampling process was initiated with three case hotels and twelve interviews (as stated above). They argue that most data saturation occurs within the first twelve interviews. This sample initiation conforms to the research questions and objectives. This sampling technique aims to select multi-case studies to explore and understand the Jordanian “leadership development practices” phenomenon in different four-star hotel settings; that is, evidence was from multiple sources or angles (Patton, 2015; Silverman, 2017; Yin, 2018).

Fifthly, the sampling process was an open-ended inquiry, where the sample would be determined through fieldwork. Therefore, the purposive sampling process would be expanded, during which the research would follow leads as they emerged in the field. This approach is called snowball sampling, where samples are located within rich-key informants. Snowball sampling is a form of purposive and non-random sampling (Patton, 2002, 2015; Saunders, Lewis and Thornhill, 2009, 2019).

Hence, the current thesis identified three hotel cases according to a list provided by the Jordan Hotel Association (appendix 1). If needed, these cases would be asked to identify other cases (Patton, 2015; Saunders, Lewis and Thornhill, 2019). An additional reason for following this sampling procedure (within the purposive sampling technique) is the rejection of most case informants to adhere to the research process due to confidentiality and secrecy issues. Consequently, the current research would follow valuable contacts to continue the study.

In qualitative sampling, it is common practice that the researcher continues to sample until no more information is being obtained from the additional samples, which is why it is difficult to determine the initial number of samples in qualitative studies (Mason, 2002; Patton, 2002, 2015; Adler *et al.*, 2012; Silverman, 2011, 2017; Sekaran and Bougie, 2016). Therefore, the final number of cases in the present study was determined later while researching, and at the saturation point, where no new data from the field could be gathered (Adler *et al.*, 2012; Patton, 2015; Silverman, 2017; Takahashi and Araujo, 2019). That is, where the data did not reach saturation point, additional cases would be interviewed until the researcher discovered that the additional data gathered were similar, at which event the saturation point had been reached (Mason, 2002; Patton, 2002, 2015; Adler *et al.*, 2012; Sekaran and Bougie, 2016; Saunders, Lewis and Thornhill, 2019; Takahashi and Araujo, 2019). Only then could the number of samples be determined.

Accordingly, the sample selection criteria observed study-specific requirements as every case consisted of two managers and two employees to form the organisation's participants. The hotels were approached based on their ranking, as the study focuses on four-star hotels. This criterion was considered essential for the study, and all the hotels that agreed to participate gave their consent to willing participation. This choice was determined at the request of the hotels' management and according to the bottom-up exploration decision. Furthermore, the hotels' management followed a special criterion for participants' selection as the interviews happened during the Covid pandemic (throughout October and November 2021), and the hotels were in a re-opening state immediately after the pandemic. This selection criterion was that the selected participants should have at least five years of experience in the same organisation; hence, hotel managers were approached to choose the managers and employees who had worked there for more than five years. Thus, all the participants were of not less than five years of experience, each one in his field. In addition, there were nine interviews in the Arabic language and seven interviews in the English language. Further, the research started with one hotel in the Dead Sea area, one in Amman, the capital, and one in Aqaba. Finally, one hotel followed in the Dead Sea area. Thus, this selection conformed to the research questions and objectives.

Given the above, the current thesis added one case to the initial three cases from a lead informant case identified through fieldwork, according to the purposive sampling procedure, as previously mentioned, and where saturation point was reached.

#### **3.6.4 Data Collection Techniques**

Case study evidence can be derived from six sources. According to Yin (2018), these sources include: documentation, archival records, interviews, direct observations, participant

observation, and physical artefacts. This study gathered evidence for the studied cases from interviews (Silverman, 2017; Yin, 2018). Interviews were applied because they gathered accounts about leaders' and employees' perspectives on leadership development practices (LDPs), how they understand them and their perceptions of their LD practices' influence on the hotels' performance. The interviews gathered those accounts from the leaders' and employees' perspectives. Mason (2002) assures the latter procedures as she argues that qualitative research involves contextual and situated knowledge. Therefore, the interviewer's task is to ensure that the relevant contexts are brought into focus (Mason, 2002). Also, qualitative interviewing provides researchers with content consisting of viable viewpoints about a person's experience (Howitt, 2019). In fact, since this is the purpose of the research, interviews achieved this goal.

Moreover, qualitative studies use unstructured or semi-structured interviews (Bryman and Bell, 2011). In the current thesis, in-depth, open-ended, semi-structured interviews were applied because the research aims to understand, in-depth, the phenomenon within the case hotels (Yin, 2018). Besides, open-ended interviews aim to gather data during a sufficient time in which participants can more adequately express their experiences according to their perceptions (usually 30-45 minutes). These meetings build rapport with the interviewee and involve active listening (Silverman, 2011); semi-structured interviews are flexible, where questions are prepared but other questions can be added while interviewing. Qualitative interviewing involves the researcher as an active participant while collaboratively producing the interview (Silverman, 2011). These attributes are employed in the present study and are consistent with the study's purpose.

Furthermore, open-ended, semi-structured interviewing emphasises gaining trust, especially when sensitive questions might be asked, and establishing good relations with the respondents accompanied by seeing the world from their viewpoint rather than the researcher's

perspective (Silverman, 2011). These elements were considered and well-practised to build a rigorous and credible thesis and achieve its purposes.

Typically, this multiple-case study focused on specific questions that were not too broad, and every question did not have several objectives (Baxter and Jack, 2008; Yin, 2009) in accordance with Stake (1995) and Yin (2009), who suggest placing boundaries to limit the scope of the study cases. Therefore, the thesis's scope was initiated by choosing four 4-star hotels, in a specific time frame. Moreover, the study focused on the contextual setup, identifying leaders' and employees' understanding of leadership development practices activity within the cases of four-star hotels' characters (Stake, 1995; Yin, 2009; Creswell, 2014). Consequently, it captured every case's complexity (Stake, 1995).

Other methods, such as documents, archival records, direct observations, participant observation, and physical artefacts were not used because it is not allowed by an outsider to observe or look at such documents and archival data in the specific context of the Jordanian organisation. Besides, artefacts are not applicable in this research.

### **3.6.5 Interview Guide**

This section presents the researcher's verbal questions and prompts to the respondents in the main studied cases. Yin (2018) mentions that questions verbalised to the interviewees are those forming levels one and two questions and are part of the case study protocol. They are open-ended, semi-structured questions that encourage participants to answer personally and extensively. The interviewees also provide developmental answers about their experiences from their perspective while building an interviewer-interviewee rapport (Silverman, 2017; Saunders, Lewis and Thornhill, 2019).

An initial description of this research was previously introduced in the “Participant Information Sheet”. Even so, a re-explanation of the research, confidentiality, anonymity and other ethical concerns were presented before the interview began. This procedure was to gain trust during the interview, increase the level of confidence in the research trustworthiness, and reduce informant response bias (Saunders, Lewis and Thornhill, 2019)<sup>7</sup>.

### **3.6.6 Interview Process**

Vital components constitute a case study design (Yin, 2018). Firstly, this study followed the interviewing method widely practised in qualitative research and case studies (Bryman and Bell, 2011; Yin, 2018). As demonstrated above, semi-structured questions that depend on the thesis's research questions and objectives were part of the design. Bryman and Bell (2011) argue that qualitative research adopts open-ended questions; however, too much open-endedness is risky as there is a likelihood of collecting too much data that may reflect confusion when analysed. Moreover, the authors also claim that interviews are flexible in their nature (Bryman and Bell, 2011). Therefore, the thesis formulated semi-structured open-ended questions for the studied cases that depended on the research questions and objectives, and which were focused, clear and flexible to avoid confusion.

Thus, several semi-structured inquiries reflected the main research questions and objectives. These questions focused on capturing the phenomena involved in the study. An mp3 record player recorded the interviews after obtaining participants’ written and signed consent. Transcription of the recorded interviews followed, and then analyses of the transcripts. The transcription method followed the Orthographic method, also known as the secretarial or playscript transcription, because it notes down the words spoken (Howitt, 2019). This

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<sup>7</sup> Please refer to appendix 3 for the interview guide questions for managers and employees.



transcription method is consistent with the thesis's analysis method since it focuses only on spoken words rather than how people speak (Howitt, 2019). Here, the analysis only involved the transcribed spoken words because they reflect the participants' understanding of the phenomenon.

Furthermore, interviews emphasised what the respondents saw as more relevant and depended on prompt questions, leaving the interviewee to answer freely. Hence, the prompt questions could lead to other sub-questions which could be asked during the meeting, ensuring flexibility. These types of questions led to rich, detailed answers that sharpened the depth of the analyses and findings (Bryman and Bell, 2011).

Questions were not a type of prolonged conversation with the participant, rather focused prompt questions that would lead the interview, accordingly, following the latter procedure reflected the semi-structured questions employed in the study rather than the unstructured ones. Semi-structured interviews list questions covering the intended topic, referred to as the "interview guide". Questioning the interviewee need not follow a specific order; however, all questions were asked, and questions that were not included may be added during the interview (Bryman and Bell, 2011; Merriam and Tisdell, 2016). Besides, the interview guide may be part of the protocol questions (Yin, 2018).

Moreover, the study followed mid-time interviews, which lasted thirty to forty-five minutes for each interview, and questions started with "why", "what", or "how" queries to reflect suggesting an explanation was required by the participants. Such inquiries aimed to give insights into the informants' relativist perspectives. These interviews followed the case study protocol, explained below in this section, and were prepared prior to the interviews (Yin, 2018).

For the above reasons, the current study followed this qualitative interviewing as it is less structured, more flexible and enhances the option of emphasising the interviewee's point of view (Bryman and Bell, 2011; Merriam and Tisdell, 2016; Yin, 2018; Howitt, 2019).

Caution should be taken about reflexivity when conducting each interview. Reflexivity means that the interviewee says what the interviewer wants to hear (Yin, 2018). Although Yin (2018) warns of such an issue, he suggests that the answer is not to shorten or extend the interviews: rather, they should be conducted in a balanced timeframe with awareness and sensitivity to the problem throughout. For this reason, the researcher allocated each interview within a 30 to 45 minute timeframe.

Secondly, defining and bounding the studied cases was explained above in sections 3.6.3.1 and 3.6.4. Thirdly, linking the data was discussed in the findings to the research propositions. This procedure depends on the analytic techniques as discussed later in the data analysis sections. However, a crucial point must be addressed here, related to the current stage of the design. It is vital to be aware of the alternative forms of analysis associated with the propositions and how these suit the studied case. For instance, pattern matching is one way that can be used in assembling the case data as a direct reflection of the propositions. In this case, the research and its findings are more substantial (Yin, 2018). Accordingly, this thesis utilises the pattern matching procedure of which an illustration is found in section 3.6.9.

### **3.6.6.1 Quality of the Research**

The fourth component is related to validity and reliability. Merriam and Tisdell (2016) argue that qualitative research is based on assumptions that are different from quantitative research. Therefore, the terms *validity* and *reliability* do not have the same impetus as in the quantitative requirements. Trustworthiness and rigour are the words that are used to reflect the

interpretive qualitative data. To ensure those concepts, the research must be undertaken in an ethical manner. In focusing on methodical “rigour”, one must define the research methods to ensure the study's trustworthiness in a constructionism interpretive worldview. Therefore, internal validity (known as credibility in qualitative research), reliability (consistency) and external validity (transferability) are issues that have to be solved within qualitative research to ensure a trustworthy and substantial study (Merriam and Tisdell, 2016).

Internal validity (or credibility) and reliability (or consistency) can be handled through triangulation. Given the above, multiple sources of evidence and methods were employed for this investigation to ensure credibility and consistency. That is, the study adopted the multiple-case-study as a multi-source of evidence, noting that interviewing managers and employees also provided multiple sources (Drisko, 1997; Yin, 2009, 2018; Silverman, 2011, 2017). External validity, or transferability, is not an easy task in qualitative research. However, the current thesis can enhance transferring the results to other settings by ensuring a detailed description of every case hotel, with adequate evidence, such as quotes from interviews and field notes (Merriam and Tisdell, 2016). Typically, conducting a multiple-case-study method, the sampling technique that is presented in the current study, and convergence of cases, as stated above, can all help in generalisability (transferability) (Yin, 2009, 2018; Patton, 2015; Saunders, Lewis and Thornhill, 2019; Takahashi and Araujo, 2019). Hence, the abovementioned procedures added rigour, depth, credibility and transferability, making it more appropriate to use the findings to model future training within the Jordanian four-star hotel sector, other lower hotel categories, or future research.

Moreover, transparency ensured consistency in describing the thesis strategy and data analysis methods in detail. Moreover, taking an apparent position in theoretical transparency where the interpretation of results takes a specific direction and excludes others (Silverman,

2011) is a technique to assure consistency. Diagrams 1 and 2 show the quality of the research procedure:

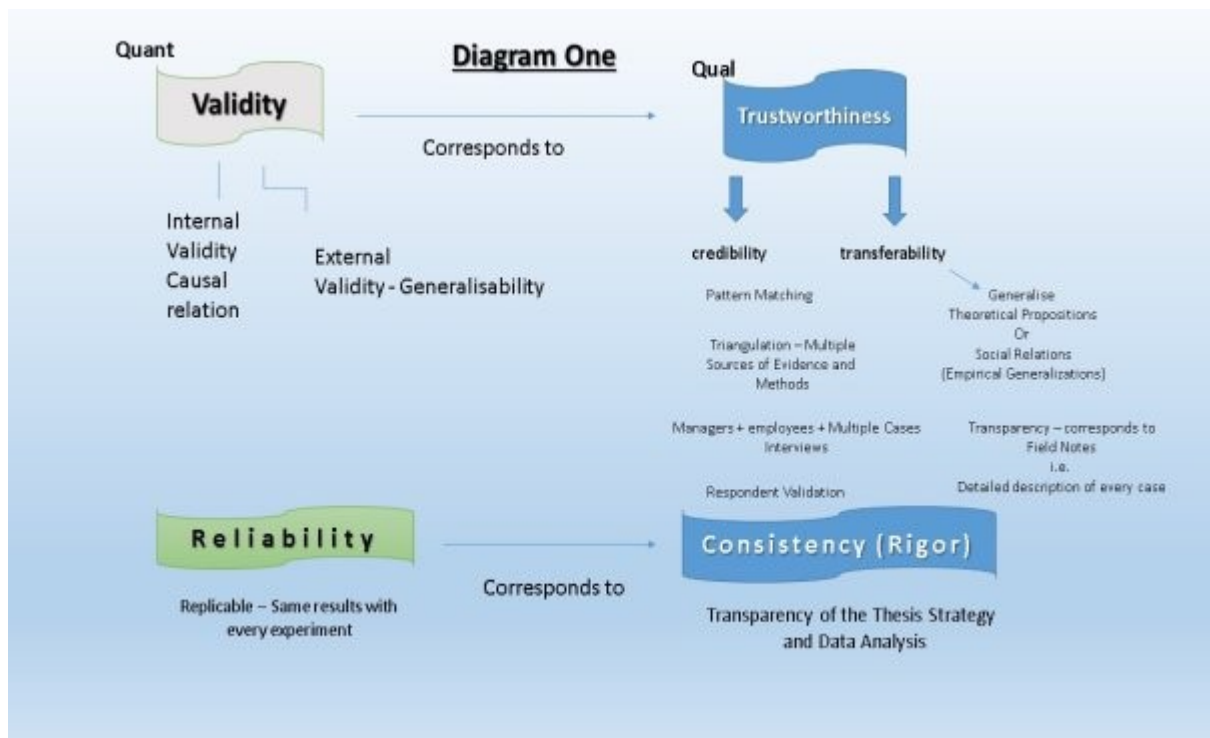


Diagram 1 / Source: Merriam and Tisdell (2016), then formulated by the researcher

Likewise, Yin (2018) confirms adopting necessary procedures in the case study method to guarantee rigour and substantial research. However, he suggests slightly different tactics when conducting the case study research. Accordingly, multiple sources of evidence were employed to ensure construct validity, pattern matching to ensure internal validity, replication logic used in multiple-case studies to ensure external validity and case-study protocol used to ensure reliability. According to (Merriam and Tisdell, 2016), multiple sources of evidence assure credibility and consistency and a detailed description of the cases ensures transferability (external validity). Pattern matching ensures linking evidence to propositions, and adopting the

case-study protocol guarantees reliability (consistency). A case-study protocol must have four sections (Yin, 2018):

Section A reflects an overview of the studied cases. It consists of missions and goals (objectives), case research questions and propositions and relevant readings about the examined topic;

Section B reflects data collection processes, ethical considerations and sources of data;

Section C reflects protocol questions: the specific case questions for collecting the data and potential evidence sources;

Section D reflects the tentative outline of the case study report, including data format, presentation of documents, audiences for the report, innovativeness of the practice, and outcome. Diagram two shows Yin's (2018) procedure.

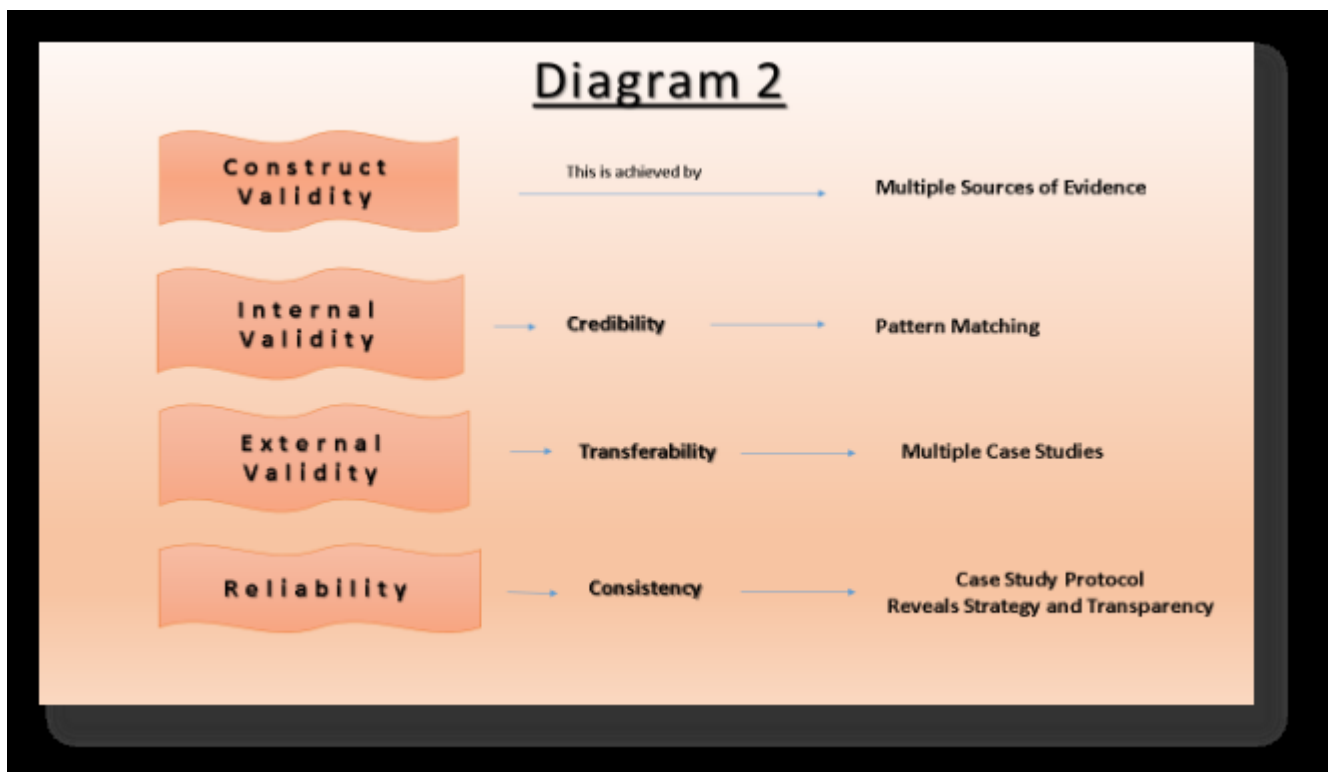


Diagram 2 / Source: Yin (2018), then formulated by the researcher

Combining the preceding steps vouched for this thesis's substantial pathway and rigorous findings.

### **3.6.7 Gathering the Data**

The data collection procedure was discussed in earlier sections, and cases were selected using the purposive sampling method to complete the data collection. As per the stipulated research objectives, the guided questions were prepared, and the interviewer observed those questions (appendix 3).

Accordingly, most of the four-star hotel population (a list provided by the Jordan Hotel Association - appendix 1) were approached and were contacted by telephone. Some hotels were still closed due to the pandemic, others refused to adhere to the research procedure because they were reluctant to reveal any information about their organisation. Then, through some key contacts of the researcher, three cases accepted participation in the research and were sent emails describing the study and its purposes. Moreover, consent forms were emailed to confirm their agreement with the research. Subsequently, a key informant in one of the hotels appointed a fourth case. Hence, as mentioned, sixteen interviews were held.

After the relaxing of the procedures imposed during the Covid pandemic by the Jordanian government, the researcher interviewed the appointed staff, face to face, according to the interview guide designed for questioning the managers and the employees (appendix 3). The interviews were recorded and transcribed using the Sonix website<sup>8</sup> to convert the mp3-produced audio to text. There were nine interviews in the Arabic language and seven interviews in English. The Arabic text was translated to English through the same website, after which the

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<sup>8</sup> <https://sonix.ai/>

interviews were entirely scrutinised with the audio samples to confirm the accuracy of the text. Then, the study started the analysis procedures using NVIVO software installed through the University of Northampton for descriptive coding. After that, a second stage coding was followed by a third one (interpretive and overarching coding) to reach the main themes and interpretations, as discussed in chapter four.

### **3.6.8 Thematic Analysis TA**

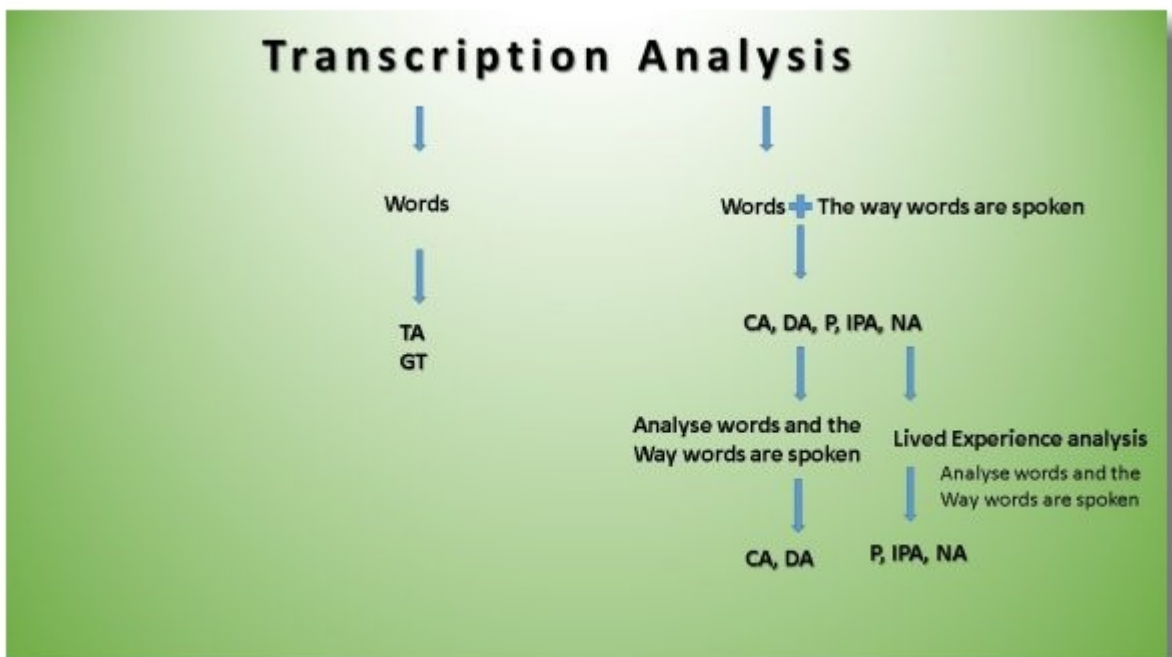
In most cases, qualitative data are produced in the form of words. Further, to analyse these words, the researcher conceptualises the language used in interviews to produce a story of analysed data in codes (nodes), themes, links, insights, concepts, and patterns. Furthermore, qualitative research has a number of different analysis methods, depending on how the analyst desires to utilise these words (Yin, 2018; Howitt, 2019).

Choosing the appropriate technique between different analytic methods is vital and based on epistemological roots. However, different analytical-method procedures can be overlapped despite distinct epistemologies. Therefore, the analytical route should start with the transcription method (Howitt, 2019). This latter method typically takes the analysis path to three different groups for interviews: the general qualitative analysis methods, which consist of the thematic analysis TA and grounded theory GT; the analysis of language speech, which includes discourse DA and conversation analysis CA; and lastly, analysis of life-story experiences that comprise phenomenology P, interpretive phenomenological analysis (IPA) and narrative analysis NA (Howitt, 2019). Diagram 3 illustrates the concept.

Thematic analysis and grounded theory are generic forms of investigation which categorise the data into significant codes, descriptive taxonomies and themes. The said methods can be better understood as a data collection and analysis scheme. They have sampling settings

for data maximisation of collection and coding in analysis, which leads to data saturation (Drisko, 1997; Howitt, 2019). Since the current thesis aims to explore and discover leadership development practices in the four-star hotel industry, not to build a theory, it is more applicable to utilise the thematic analysis method for the present thesis.

Discourse and conversation analysis is coherent to the structure of words and activities apparent in the wording forms gathered from the interviews. Discourse is related to the social constructionist account of discourse analysis and the Foucauldian discourse analysis. Those methods are utilised where the researcher is more interested in language as social action (constructionist), in providing the big picture of the way that people experience the world (at the macro-level - Foucauldian) or where the researcher is interested in understanding the language in action – conversation analysis (Howitt, 2019). Therefore, these methods are not a choice for this thesis, which focuses on investigating and understanding contextual multi-case studies. The selection of data analysis relies on a general method, such as thematic analysis, where the emphasis is on codes and themes generation and pattern matching procedures, which better understand the involved phenomenon from the stakeholder’s viewpoint.





The third group analyses in-depth interview data related to people's lives and lived experiences. These methods are seen as more dependent on the development of personality theory (Howitt, 2019). Phenomenology is concerned with analysing people's experiences in their life world. (IPA) is also about people's experiences. Hence, if the research is about a specific phenomenon that deals with pain or illness, such as traumatic brain injury or an alcoholic woman, IPA is the method for this study (Howitt, 2019).

In comparison, narrative analysis is a method used where a person or interaction with others produces story-like data. It describes a series of life events with more of a personal nature (Howitt, 2019). As mentioned above, this thesis's nature deals with a contextual study within a bounded system through several cases that require analyses of major codes, themes, links, and pattern matching (Yin, 2018; Howitt, 2019). Therefore, the current thesis chooses to use the thematic analysis method to examine the data collected from the interviews.

The thematic analysis typically examines the major themes and patterns emerging from interviews and other data collection methods in qualitative research. It involves "what is said rather than how it is said" (Howitt, 2019). Conversely, Braun and Clarke (2006) argue that thematic analysis is a poorly acknowledged yet widely-used qualitative method (Braun and Clarke, 2006). However, this method suits this study because of its flexibility, as it can be applied independently across a range of theoretical and epistemological approaches (Braun and Clarke, 2006). Moreover, this method captures patterns and themes across qualitative datasets (Braun and Clarke, 2012).

Furthermore, thematic analysis is found to resemble grounded theory and has much in common with qualitative content analysis. However, although thematic analysis is relatively unsophisticated, it is understood by a wide range of clients and stakeholders (Howitt, 2019). The current research aims to capture the main themes and patterns that emerge from the

interviews and to communicate the results with the managers and employees within the four-star hotel industry<sup>9</sup> who are not experts in the analysis field. This aim would be achieved through the thematic findings. However, other methods are more sophisticated and might constitute a burden in disseminating the results within the industry. If a thematic analysis is done correctly, it has much in common with other methods and can adequately prepare for other studies and approaches (Howitt, 2019) which is why this method was chosen as an appropriate analysis tool for the multiple-case-study approach.

Moreover, this method of analysis was specified for this research because it is a descriptive method that provides a broad-brush approach rather than a fine-grained one. However, it could also be helpful in the course of theory generation if needed (Howitt, 2019). Its findings can also be easily understood by the audience who read or listen to them. Thematic analysis is also useful for policy development because of its usage of data by involved individuals, and it can be rich in information due to its ability to summarise a large amount of data (Braun and Clarke, 2006). It also allows social and psychological interpretations (Braun and Clarke, 2006). All of these properties support the choice of this method of analysis as it is felt to serve its stated purpose.

Transcribed textual material is done from the recorded interviews and follows the secretarial-playscript transcription. This transcribing method reproduces only the spoken words (Howitt, 2019).

Additionally, it should be noted here that the concept of saturation logic started with grounded theory (Glaser and Strauss, 2006). As it gained acceptance as a methodological principle in qualitative research, some issues related to conceptualising how to reach this point emerged (Saunders *et al.*, 2017). According to Saunders (2017) and his team's explanations of

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<sup>9</sup> Or lower categories within the industry where theoretical or predicted propositions could be generalised.

saturation definition's nature and purpose, four different uses describe its role. They argue that saturation point should not only rely on larger transparency reported in the study but must also be utilised to meet the research's aims and objectives (Saunders *et al.*, 2017). As mentioned above, they categorised the construct into four roles. The first is related to theoretical saturation, which links to grounded theory. The second focuses on saturation to new codes and themes in which it appears restricted to the degree of analysis. The third logic of saturation seems to exemplify theory, pointing to pre-determined theoretical categories and away from the inductive logic of grounded theory. Finally, the fourth model sees saturation as "more extensive" data with no reference to the theory and analysis related to these data (Saunders *et al.*, 2017). The present thesis is concerned with a hybrid form of saturation related to the comprehensiveness of data collection and analysis (Drisko, 1997; Saunders *et al.*, 2017). As can be seen, it is connected to theoretical saturation, which is related to grounded theory. This procedure is concerned with collecting and analysing data saturation as this thesis determined that saturation occurs when no new codes or categories in data collection, and no new patterns or themes related to data analysis, can be seen. Considering those two points in data saturation, the collection and analysis of the data achieved comprehensiveness (Drisko, 1997) and theoretical saturation, where no additional data is needed from the participants and no additional codes are needed in the analysis. This concept of saturation is consistent with the research's questions and objectives, as this process adds rigour and credibility to the study because of the comprehensiveness achieved in the data collected and analysed (Drisko, 1997).

### 3.6.9 Strategy of Analysis

Typically, a general analytical strategy was developed to analyse the data collected (Yin, 2018). In order to develop and analyse the data, King and Horrocks (2010) propose a three-stage approach, the first of which is descriptive coding. This involves reading through the transcript, highlighting the relevant material, defining descriptive codes and repeating the process for each transcript to refine the descriptive codes. This process was done by reading and re-reading the text, and looking for essential features using the NVivo software.

The second stage was the interpretive coding, which moves to a more detailed and systematic engagement with the data. It requires clustering the descriptive codes in categories, interpreting the meaning of the clusters in relation to the research questions and applying the interpretive codes to all the data sets.

The third stage was overarching the themes. Themes did not emerge fully from the data; therefore, theme building is an act of designing them as a result of categorising and coding them into meaningful groups which identified significant patterns from the coding process. This stage was done by compiling all coded data and taxonomies from the second stage into themes and reviewing them to ensure relevance to the organised concept. Hence, it involved deriving key themes from the interpretive codes. Accuracy and precision were crucial at this point. It meant reviewing the codes with the themes and deciding precisely whether the codes were related to the theme (King and Horrocks, 2010).

Then, the pattern matching procedure followed the previous step. It compared a specific empirical finding from the research with a predicted one known as the preposition. A preposition is a projected pattern or theme made before collecting the data derived from prior reviews or a theory (Yin, 2018). In this thesis, two prepositions were initiated depending on the problem statement and the literature. These are:

- 1- Leaders in Jordanian four-star hotels do not employ LDPs described by literature (Day and Halpin, 2001; Subramony et al., 2018) in leadership development.
- 2- LDPs exercised in Jordanian four-star hotels have a minimum influence on organisational performance.

A robust case's internal validity can be established, and the case's proposition may be transferable (generalised) if the predicted and the empirical result look similar. Hence, conclusions can be made about how a phenomenon works. However, if both are not matched, the initial proposition would be open to question (Yin, 2018). Consequently, the results showed the convergence with the predicted propositions, which ensured the internal validity and transferability.

### **3.6.10 Researcher's Positionality and Ethical Consideration**

#### **3.6.10.1 Positionality**

The researcher's role in this thesis is as an outsider. Although the researcher's experience was in the four-star hotel business for thirty-one years, however, at present, he is no longer in the occupation. It is important to state that the researcher had no previous knowledge of the participants and had not worked inside the case hotels; this supported the researcher's positioning as an outsider researcher.

Moreover, the researcher's experience undoubtedly made him perceive the nature of the research problem. However, craving to know the reason behind it has given him investigator insight, translating into intention to explore this phenomenon, to fully understand how and why this phenomenon was occurring. Hence, this is where his researcher insights began. Furthermore, since interrogating the literature, he found several experts' views which further

supported his journey during each stage of the research process as each stage was reviewed and linked to the literature.

Accordingly, from the literature, this process described what effective practices were and how they could be employed to improve the leadership and performance of the hotels in question. Subsequently, the researcher ensured his role as third party while he was interviewing the participants.

Therefore, he pre-designed the interview questions (interview guide) and aligned them with the research questions, objectives, and the literature conceptual lens to ensure this procedure (appendix 2). The questions were further reviewed by experts so that validation could be obtained. While conducting the interviews and analysing the data, the researcher positioned himself as an explorer and set aside his thoughts and perspective. It was important to look at the scenario with fresh perspectives as the researcher left the industry years ago and was keen to seek answers to the stipulated research questions. Further, when doubtful that a participant had understood a question, he repeated it in another way to ensure that the question was answered independent of his influence. Finally, the interviews were recorded to guarantee transparency (recordings were 9 in Arabic, 7 in English).

Given the above, the steps taken by the researcher confirmed the stance of being an outsider researcher.

### **3.6.10.2 Ethical Consideration**

This section explores the ethical consideration adopted by this study. It strictly follows the ethical guidance of the Research Ethics Code and Procedures of the University of Northampton. Ethical integrity and morality in research and practice are maintained by strict

adherence to the policies during each study stage. Research at both masters and doctoral level is expected to maintain standards and to follow the research ethics (Steane, 2004).

The four dimensions suggested by Diener and Crandall, (1978), have been observed to explain how the present research has adhered to the established policies. The first dimension is the potential harm to the participants; in line with the guidance given by the university, this study has observed all the necessary steps to protect the rights of participants and alleviate all possible steps that could cause harm to the participants. The coronavirus Covid-19 pandemic guidance updated on the 24th of September 2020 helped to minimise risk in this research. Furthermore, care was taken to ensure that participants were not pressured and that informers were aware of their right to withdraw from the research at any time. The informants were alerted to the possibility of being contacted several times. This process was undertaken for confirmation procedures as they were informed that it benefited the research's validity (Drisko, 1997; Silverman, 2011; 'University of Northampton Ethics Code and Procedures', 2019).

Moreover, this research demonstrates responsibility towards the participants' safety, reputation, and physical, social, and psychological aspects. Responsibility is also manifested in gaining the informants' consent and explaining the nature of the research, duration, and aims as fully as possible (Saunders *et al.*, 2007; Green, 2008). The researcher is also responsible for showing who is undertaking the study, funding it, why it is being undertaken, its possible results, and how it is disseminated (University of Northampton Ethics Code and Procedures, 2019).

The second dimension - informed consent - has also been addressed by adhering to the university guidelines. Therefore, contact with participants followed the (PGR) proposed postgraduate researcher's updated guidance regulations. The managers and employees of the case-studied hotels were contacted through phone calls and emails. The "information data

sheet” and informed consent forms were attached to emails. After reading those documents, the informants emailed their consent forms when they agreed to participate in the research. In turn, these forms were attached to the ethical approval application.

After getting ethical approval from the university, the field research process began. Semi-structured interviews were held through the “collaborate” facility of the University of Northampton. However, due to the relaxing regulations of covid-19 in Jordan, after October 2021, participants were able to be contacted in person while keeping a social distance, wearing masks and using antiseptics. The stakeholders were also informed that the researcher had been double vaccinated against Covid by that point.

The third dimension, invasion of privacy, was linked to informed consent, as Bryman, (2008), recommends that proper consideration should be made to inform the participants of their right to privacy within the scope of the study. Hence, participants were informed well in advance and assured that their identity and responses would be kept anonymous, confidential and private. In addition, they were also informed that they could withdraw anytime up to the interview date if they were uncomfortable with the thesis procedures. Moreover, anonymity and confidentiality were taken into consideration in the dissemination of the findings. Hence, the organisations' and participants' names were replaced with pseudonyms or presented in generalised form.

The fourth-dimension, deception, has been taken good care of by ensuring the originality and authenticity of the reporting standards in each process. Each stage of the research, such as conceptualisation, designing of research, methodological governance and reporting procedure, has adopted aestheticism and transparency, and ensured ethical rigour. The obtained data were properly secured and have been under the strict control of the researcher. To ensure high



standards of ethics, the researcher has obtained the research ethics certification provided by the university and obtained ethical approval before starting the data collection.

Last but not least, and from an ethical stance, since future dissemination would reveal the studied sector's strengths and weaknesses, there was a need to protect the identities of the participants and the hotels themselves, and accordingly, the thesis would not disclose any of the names involved in the study. This procedure, conformed to the UoN ethical application that was presented at the beginning of the research. Moreover, the thesis data references would be kept confidential and would not be shared with anybody, as per the data presented in chapter four, as empirical evidence, which did not reveal any names or identities.

### **3.7 Conclusion**

To conclude, according to the thesis's philosophical stand, the research adopted the qualitative approach. Hence, the methods employed in data collection were multiple-case-study in semi-structured, open-ended interviews, because it was an in-depth, contemporary investigation. Moreover, data analysis was done through thematic analysis because its results are understood by a wide range of stakeholders (Howitt, 2019). Sampling parameters were determined according to purposive sampling and snowball techniques because this was explorative research and one case could not be identified except within the snowball method.

Furthermore, there were some challenges in applying the sampling selection, however, those challenges were overcome by the procedures explained above, which were adopted by the researcher.

## **4 Qualitative Data Analysis and Findings**

### **4.1 Introduction**

This chapter presents the research findings based on qualitative data collected from four case studies comprising sixteen interviews. Each case investigation observed four interviews comprising two managers and employees. In line with Drisko (1997) and Guest *et al.* (2006), data saturation could be reached by the twelfth interview. However, one more case was studied to confirm the data saturation point related to data collection and analysis.

The significant analyses, findings, and interpretations are presented in the coming sections showing the link between leadership development practices and perceived organisational performance and the differences between managers' and employees' perspectives on the enablers, challenges, leadership characteristics and existing development procedures. They also show the observed gaps within the context of the cases.

Finally, the major factors resulting in the low organisational performance were demonstrated, showing the contributing elements for the continuous non-progression status in leadership and development in these hotels. Further, regarding the third and fourth research questions, a comparison between managers' and employees' findings was conducted to detect whether convergence or divergence occurred in the results.

### **4.2 Comprehensive Interpretation**

#### **4.2.1 The First and Second Research Questions**

The investigation of the first and second research questions stating: “*How do current leadership development practices influence organisational performance? How does context influence leadership development practices in selected four-star Jordanian hotels?*” went

through the thematic analysis strategy and proceeded via three levels of coding to extrapolate the themes (King and Horrocks, 2010).

Additionally, codes were put together to find the contextual link between LDPs and perceived performance and to reveal perceived gaps in the context of cases<sup>10</sup> to satisfy the first and second research questions. Furthermore, the codes were segregated into three themes: “leadership development practices”, “the link between LDPs and the perceived organisational performance”, and “the perceived gaps in organisation performance between the actual and the desired”, as suggested in literature to also conform to the first and second research questions.

#### 4.2.1.1 Leadership Development Practices

Three distinct themes emerged from the participants regarding LDPs. Those concepts were “process-driven practices”, “culture-driven practices”, and “profession-driven practices”.

Table 3 demonstrates a summary of these themes.

**Table 3**  
Professional and Leadership Development Practices

|                | <b>PLDPs</b>             | <b>Subthemes</b>  | <b>Participants’ comments</b>   |
|----------------|--------------------------|---|---|
| <i>Theme 1</i> | Process-driven practices | Experience-driven practices<br><br>Training tools for capacity-building | <p><i>“Once we developed with the practices, we got the experience.”</i></p> <p><i>“We do the; we do have the practices and the training and everything in House”</i></p> <p><i><u>“You lead by example”</u></i></p> <p><i>“You need to lead by example”</i></p> <p><i><u>“I am the first employee, and they follow me, so what I do in front of the employees, they do. I am an example for them.”</u></i></p> <p><i>“For example, some people in in my staff they came as a receptionist OK after 2-3 years. Now they are a supervisor, and they are front desk manager. So we give them power, for example, So usually we give</i></p> |

<sup>10</sup> Not managers or employees separately

|                       |                                    |   |   |
|-----------------------|------------------------------------|---|---|
|                       |                                    |   | <p>them power, Some, some, some of my staff”</p> <p>“They know those connections is that shows that they are really good, So they know themselves that they are doing really well when it comes to leadership”</p> <p><u>“For example, if one does not have competence, management conducts developing procedures and guidance. So, when you have a group of employees, at first, like what I told you, one would have hesitation to give instructions to them, but now one has developed in better ways to lead a group and to let a group of employees accept his work or the orders better”</u> to indicate that experience is gained by daily operations.</p> <p><u>“When confirming enablers (PLDPs), one interviewee noted, Exactly his work (as experience) and training programs (as PLDPs)</u></p>   |
| <p><i>Theme 2</i></p> | <p>Culture-driven practices</p>    | <p>Trust-related practices</p> <p>Habitual practices</p> <p>Beliefs</p> | <p>“Things to do to show them that you trust, And you should always listen to their feedback under Comments; if you listen, then they should be, then they should trust you.”</p> <p><u>“To gain the, the, the employee trust, you need to have to be fair and firm with them.”</u></p> <p>“Nobody told me that I want to leave work at four o’clock (the end of work hours). But each one stays late and helps in work more than his or her capacity. We are at this hotel, started with three employees opened ninety-six rooms, and the staff were late for four or five or six hours late, and no one said to me he wanted over time, not because I am pressuring them or threaten them, because he likes to work,”</p> <p><u>“Of course, love of work is born in you, collaboration, and your potential to develop yourself further. When you meet praise, this is something positive then sure: you want to develop yourself”</u></p> <p>“Like how, how I gonna how I gonna follow that those order coming from my manager” (trust problem)</p> <p><u>“No need to come back to your manager: if it is something new or difficult for you to solve it, you must keep it to the manager”</u></p> <p>“Of course, every manager that we already have here at the hotel is a leader, not a manager. He is the leader of his employees, and he will guide them with everything”</p> |
| <p><i>Theme 3</i></p> | <p>Profession-driven practices</p> | <p>Sales policies and actions</p>                                       | <p><u>“When confirming enablers, Exactly his work and training programs (as LDPs), and when</u></p>   |

asked, are there other things?  
*Answered, also from the marketing process or by sales, for example, enables the employee in his work. His power in his work. His job is to bring customers or does not bring customers, the nature of the work that he practices”.*  
*“Yeah, sales is very important. If then, for example, this, this increases the revenue, You know, so you, you will see that there is a problem. You have to find out what the problem is. Maybe the guests not happy. Maybe they, for example, our, our sales Our marketing”.*  
*“Sales, of course, will make more revenues”.*

Quotations in Table 3 and the findings, below, are examples taken from the whole interviews and represent them – the researcher

As seen in Table 3, rather than being used for leadership, development practices were largely focused on building the ability of the staff within the hotel/hospitality profession, and building leader capacity as a complementary aspect. Hence, development practices usage overlaps leadership; that is why they were re-named professional and leadership development practices, or PLDPs. Accordingly, when participants were asked about a leadership activity, they usually answered around professional ability building and leader capacity rather than a leadership concept. Thus, it is concluded that the leadership notion described in the literature<sup>11</sup> was not well understood among interviewees. These results were demonstrated according to informants' perspectives in the cases and with verbatim quotations from the interviews. Below is a description of the findings.

Theme 1: Process-driven practices – practices are focused on professional (as the main emphasis) and leadership capacity building, which is done through experience and simple steps of training:

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<sup>11</sup> Refer to the literature review

Informants explained their development tools employed in the workplace, reflecting their understanding and efforts such as experience, teaching, coaching, or training. However, the main development tool they would support is “experience”, as it is known culturally. Thus, participants conveyed this understanding through sayings such as (2),

*“All managers were at first foreigners, most of whom were foreigners, now managers are all directors of departments Jordanians and are thirty to thirty-five years old and have a better experience than foreign directors”*, and,  
*“Uh, once we have the leadership you, definitely, we automatically develop; once we developed with the practices, we got the experience we needed”*.

Moreover (8),

*“The experience is very important; the experience is very important, so the guest expects from you to handle their problems, so once we, the manager, are here so, we are responsible for the guest complaints, and, “Experience important more than study.*

And the professional focus of the experience transfer (interviewee 13),

*“As a manager, I have opened the room for all department staff to take my experiences in terms of dealing with guests, Reception of the guest. How can you talk to the guest? How can you prevent the guest from something while smiling when he is satisfied?”*, and, *“In terms of experience, it is essential and important for the employee. I mean, we do not stay weeks, or two or three months under trial, in order to inform him and give him experience, while when he has the experience, this is perfect, I do not need to train him (for long times), I could train him for a week on this system or the working mechanism that I have, then he starts working. Experience is necessary for the employee and for the employer also to have this experience”*.

Moreover, one interviewee (9) expressed his previous experience in a five-star hotel and how he spilled over his experience to his followers, like this,

*“All of these were challenges for my security staff through the experiences I worked in five-star hotels; I guided them through my experiences so that they become or walk on a context working in five-star hotels, and I succeeded by the way with this point”.*

Furthermore, one participant (interviewee 2) noted,

*“This all combines from experience with years, means that the first thing I started with hotels, I was like any employee. My relationships were limited, then everyone who grows up in his work becomes a manager or supervisor who will have a greater horizon in relationships mean that his relationships will be more for sure”.*

Reflecting the long term accumulated necessary experience, and (interviewee 8)

*“Of course, yes, sure, but I tell you this all comes from experience, I mean years of experience that he has, he can take, or give any decision that he knows.*

Accordingly, it is noted that their perceptions of development practices are mainly experience-related as they perceived their progress in obtaining promotions to practice, long service, hard work, and good relations with their managers in order to gain from their experiences. However, leadership development requires utilising some practices, leadership styles and learning through experience, which emphasise advancement, as implemented in other international organisations<sup>12</sup>. Moreover (interviewees 10, 11),

*“Dealing in 4-star hotels and it is based on improvisational matters”, and  
“as I mentioned earlier, the more interest in full training and educating*

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<sup>12</sup> Please refer to the literature review

*department staff, the more experiences”, and in limitation of training, “ there is no interest in the subject of training and self-development regarding managers because of lack of time at work” and, As I mentioned earlier for lack of adequate courses and training so that in some hotels every four stars the employee is hired without being trained for days or a week so that he can work in the newly worked hotel”.*

Others stated their training methods as (interviewee 10, 12),

*“First in-job training and off-job training, These are two main channels, they do it in 15 minutes”, and, “and they do it in more longer time like full day training”, as in-house or orientation, and, “All levels, so through the training that I back to the training through the training that we have and 15-day job training and, and one day off job training”.*

As on-the-job training and in the profession, others said (interviewee 4),

*“In-house, in-house, and there is the, you know, the professional side of training. I mean, of course, much online training, face-to-face”.*

In addition, it was noted that employees learn from managers' previous experiences regardless of the nature of the relationship; as one informant (interviewee 3) said,

*“You know, usually especially in Jordan, always the, the relationship between manager and employee, it is always a bit difficult, and they make it hard. But here they are, quite open, so you could learn from them a lot to enhance your experience in the future as the leaders”.*

And another (interviewee 16),

*“Yeah, we made develop for ourselves, coming from our manager, not from the training, yeah”.*



And another (interviewee 15)

*“And whenever you talk to them, they bring up their old experiences”.*

Here, informants are stressing the importance of the “experience” factor involved in their development. They regard “experience” of their managers to be more influential than training. However, it was detected that these employees were less educated and less well-trained which is why, compared to literature definitions<sup>13</sup>, it was captured that their leadership development status was limited.

A number of informants expressed that they would have better training or experience from five-star organisations, such as (interviewee 3),

*“Not in this hotel, but maybe from my, and my x organization. We used to do much training”, “In emirates, A lot of leadership skills like I have many certificates of training and leadership skills in Emirates because they do monthly for 10 years”, and “I mean, I worked in five stars years ago, and there was this story (training courses) and people who became good workers is from the training courses. Here there are no courses”.*

Moreover, in empowering employees (interviewee 12),

*“When asked: How do you see how you see your managers influence your leadership performance? He replied, “They must have a positive effect, I mean, in a practical way; when my managers give me the authority”.*

And in giving roles and responsibilities, as in the participant's answer,

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<sup>13</sup> Shown in literature review chapter

*“I mean to me, to give us powers, give us the powers according to my responsibilities.*

Informants also noted that they get their experience from their managers from following their example (i.e., they lead by example), saying,

*“So, whenever you talk to them, you ask them, they just give you from the X experiences and like, they have a lot of experience. And this is what assists you in developing yourself when it comes to leadership or developing yourself” and “From my personal experience here. I find it just that it is quite clear. You can see how they try to do their best to give you quite a different independent role in your job. So I think it is considered as leadership, so they try to give you as much responsibility as you can. And yet they are still so helpful”, and “They are quite confident. Let me tell you, they are quite confident. And whenever you talk to them, they bring up their old experiences. And you know, we worked in this field for a long time. So, we know some connections, and they know those connections that show that they are really good. So, they know themselves that they are doing really well when it comes to leadership”.*

The previous verbatim extracts show the poor understanding of leadership as the informants associate it only with a combination of confidence, connections and old experiences. Furthermore, informants focused on solving problems as part of professional or leader activity (overlaps in their awareness and mixed understanding of leader and leadership concepts), saying,

*“So, I think this is a leadership quality. It is amazing leadership quality as they do the briefing and they listen to each other to solve problems, and they*

*always do their best to solve the problems, and, “And professional development? Of course, if I receive any complaints and how I try to solve them first and then avoid them in the future, or, “He is at the service or restaurant, so he will do his best for this guest or this room or, or so Then we can solve it”.*

## Theme 2: Culture-driven practices – practices emerging from habits and beliefs

Many participants' answers reflected their understanding of building trust with their followers; as one interviewee (10) reported, when asked,

*“Yes, how would you achieve that trust and loyalty? Replied, but the loyalty, by one thing OK, to gain their trust, to, to gain the, the, the employee trust you need to have to be fair and firm with them”.*

Another (interviewee 13),

*“Things to do to show them that you trust, and you should always listen to their, their feedback, if you listen then they should be, then they should trust you”.*

And another (interviewee 2),

*“Trust is built over a long period of time to build trust. The foundation is followed by the manager who must lead by example, that is, means not allow himself that he smokes a cigarette and thrown by the manager on the ground, if he smokes a cigarette and throws it in front of an employee and then tells the employee not to do it... he must be an example even in the way of eating. The way to laugh, the way he deals with employees with everything”.*

In addition, another informant (14) expressed the hard work requirement in his hotel and the time also required for his family commitments as,

*“The time, the time instead of the time and the life. Also, the life, the life, like me. I have a family; I spend here 12 to 13 hours every day. Then I have to go to my family. I have to take care of All of them, buying things for them, sleeping, my relatives; sometimes you have a lot of work, work maybe 15 hours like weekends, And these two days you cannot do anything, even maybe sometimes we cannot look to our phone, maybe”.*

According to beliefs among participants, employees associate development processes with habits related to their traditions. With insufficient education and awareness, they simply perceive it as such. As informants (7), (15) and (16) expressed,

*“Dedication to work with fidelity at work. The work is long, and do not grumble at work with long hours”, “I Work without complaining without; I accept any work, even if long hours” and, “We are like a family more than a team, and, Sometimes he gives me a task, or he gives me a point to do, which is not my job, but we are working as teamwork over here, and we are a family, and “No, We are a family over here, OK, it is not only always rules so like for example when we are at the staff canteen it is you will not be surprised that the managers they come and join us in the staff canteen”.*

Further, one informant (4) expressed the hard work and professional focus, saying,

*“And through hands-on training for staff by training on how to deal with the guest. How to handle the material with the tools that are with him and how to withstand the pressure of work and that how does he like work”.*

And about guidance in the profession and solving problems when asked, one information noted,

*“That is, your managers always give you guidance in your profession? How do you think how to deal with a customer's complaint has guided you on it?”*

One participant (3) said,

*“Uh, they always give me, they gave us guidance on it.”*

Moreover, about leadership qualities inherent in the person, one informant (11) said when asked,

*“Do you see in yourself that fundamentally you had leadership qualities? At first, yes, sure.”*

But has it grown and developed?

*“Grew and developed with the experience and training courses we were getting in the previous period”.*

Reflecting his belief in traits and experience to build leadership quality, then training is very much seen as a complementary activity.

Thus, according to the previous verbatim accounts, participants expressed their problem-solving procedures through improvisational actions linked to traditions and habits associated with the Jordanian culture. Hence, to overcome deficiencies reflecting employees' malpractices, managers perceived trust and being an example-in-action as tools in gaining their employees' loyalty to the work. Moreover, hard work during seasons is also a practice built on the overall local status and culture. They also perceived dedication, fidelity and long hours at work as ways to enhance their performance. However, their concern was not associated with leadership development, rather, it was related to building professional ability. Moreover, many

participants expressed the notion of teamwork to being one family. Thus, the latter idea about “we are like a family” and associating it with “teamwork” comes from the Jordanian cultural influence and reflects a misunderstanding of the teamwork construct, according to human sciences and literature (Mclean, 2018).

### Theme 3: profession-driven practices – practices are focused on actions to enhance sales

It was detected that for many interviewees, actions in sales were essential procedures that justified their practices. It was obvious from their answers, when asked if sales can reflect on performance, one participant (14) answered that,

*“Sales, of course, will make more revenue”.*

When asked, “And then?” the interviewee answered:

*“If I am good with my staff, like let us say the waiters and captains. If I am good with them, they will push the guest too. Order more and more food or beverages or something, and they will take care of me. Also, my staff, if I take care of them, they will take care of me.*

And when asked “how”, answered,

*“Will take care of you?” He replied, “To take care of every small detail in the restaurant and of the guest. Because if I have someone they do not like, he does not like me. Maybe he will make a lot of problems for me.*

Thus, these responses reflect the actions managers consider to be professional practices in order to raise sales. Needless to say, these practices stem from their organisational culture and their attempts to emphasise that “sales” are important. They also reveal participants’ perceived link between their practices and sales performance.

Hence, it is seen through the interviewees' answers that the development procedures are focused on the profession rather than leadership. The main tool utilised to gain professional or leadership capacity is experience. Hence, according to the participants' views, practice would build the staff's knowledge and abilities where needed and applicable. Managers employ cooperation, collaboration, encouragement, on-the-job training, and morning meetings to help their employees' progress or build their capacity. Moreover, training practices employed for professional or leadership development in the workplace are in-house training, face-to-face, online programs, orientation, empowerment, lead by example, coaching and out-of-the-hotel training sessions, if available (infrequent). Other practices are culture-driven and found to build trust and good relations with subordinates, while others are profession-driven, supporting increased sales and marketing, which require hard work.

Furthermore, participants include the aspects of limited empowerment, assigned roles and responsibilities, considering their managers as their coaches or leaders, following their example, learning by observation, and achieving assigned tasks. When asked about the leadership domain, they usually overlap the leadership construct with professional knowledge. Moreover, training techniques for development are apprehended by followers through preliminary training, training from previous five-star hotel recruitments, occasional courses for their managers, in-house coaching and directions, and occasional online courses.

#### **4.2.1.2 The Link between PLDPs and Perceived Organisational Performance POP**

Below is Table 4, which summarises the link between the development practices, as apprehended by the cases and perceived hotels' performance with their quotations shown as evidence.

## Table 4

The link between PLDPs and perceived organisation performance POP

| The Link b/w<br>PLDPs and<br>perceived OP | Subthemes   | Participant's<br>Comments  |
|---|---|--|
| <i>Theme 1</i>                            | <p>Cases' understanding of performance</p> <p>POP generated by PLDPs</p> <p>Measurement methods of organisational performance</p> <p>Perceived duties</p> | <p><i>"It is one of the most important as it creates the positive vibes and all the, the, customer centricity and customer care within the employees and within the facility itself"</i></p> <p><i><u>"Now the assessment depends on, depends on his practical behaviour, satisfaction of our customers, and his work time commitment. In general, if he does not have any problems in his uniform. Most importantly, the customer satisfaction rate for each employee"</u></i></p> <p><i>"Our main concentration is on KPIs, which is key performance indicators which we allow our employee to How to assess himself and then assess his manager. I will give you, for example, KPIs. For example, attendance on-time attendance, Actually it is Departmental, Departmental. For example, I will give you reservation, Reservation has, has the online travel agencies, OTA, the capacity is the review of the hotel, within the first six months, It should not be below 9 per cent, 9 after 10".</i></p> <p><i><u>"The first way we use is customer satisfaction, through the Internet booking website"</u></i></p> <p><i>"I think each hotel, this thing, they make it from the HR. It is mean that when they have each hotel from even four or five stars, they have HR, and they have his staff. I mean, I think this is not difficult because already they have the employee for that"</i></p> |



Theme 2

Cases' perceived influence

Perceived flaws of the system

Impact apprehended by participants

*"It is not necessarily their extreme concern to satisfy the guest as much as raising sums of money"*  
*"Let us be honest and clear for the lack of experience dealing with customers or hotel guests. These in themselves pose a dilemma because the lack of experience to deal with a guest is a loser in itself"*  
*"A positive affirmation of hotel performance. I mean, when you have developed an employee, he will have loyalty and would love to become the manager"*  
*"Born in me? Of course, my love of work is born in me, collaboration, and potential to further develop myself. When you meet praise, this is something positive; you sure want to develop yourself. While when there are negative things, sure, you will be depressed"*  
*"Perfect, for this point it is positive. I see it positively because we were doing in-hotel courses for these reasons. Point two our management, our management, personnel or "training" dept. at the hotel used to send us to outside courses outside the hotel to some other hotels"*  
**reflecting employees morale due to courses attended**  
*"Because the way the manager deals with the employee is primarily. Because if the employee deals with the manager or does not treat the employee with mutual respect... it is existing. Of course, we are like what I told you, I mean we are considered as friends. Mutual respect There is mutual respect between the manager and the employee, certainly a positive reflection"*

Quotations in Table 4 and the findings, below, are examples taken from the whole interviews and represent them – the researcher

As shown in Table 4, themes reflect how the cases perceive organisational performance according to the implementation of professional and leadership development practices. These results are demonstrated by the verbatim quotations taken from the interviewees. Thus, participants perceived performance according to their practical behaviour, customer satisfaction and centricity, employee work time and uniform commitment and other tools mentioned in the previous quotations. However, it was detected that this understanding was improvisational, primitive and not well applied within the organisation. It depended on a previous experience of the manager. Hence, if the manager had a previous five-star experience, then one or two of those tools were utilised in the four-star hotel. If not, the practice would not be employed in the present hotel. Consequently, this situation indicated absence of a well-established system within the studied-hotels' management and leadership which reflected in low performance, as some interviewees indicated, and others who expressed their need for improvement through employing some perceived practices (as shown in theme 2). Below is a description of the findings.

Theme 1: cases' understanding of performance – the cases' perceived organisation performance, duties and their assessment methods

Participants reported many concepts showing their understanding of hotel performance and its measurements. One informant (2) stated,

*“This is evidence that there is a defect or an achievement; this is first thing: customer's opinion. Second thing is the reputation of the hotel in the tourist market. So, we are talking about the hotel's reputation hotels in the tourist medium. So, this hotel, its management and its leadership are successful because it does not distract or have negative attraction”, and, “If this person*

*finds this amount of money and the administration if it chooses the right people, they reach this stage. But if we keep a little bit of savings, we will not get there. That is the standard of the Five Stars level. The customer's satisfaction is sure in the end, we want, of course, and the customer's satisfaction”.*

They also linked performance evaluation in aspects such as customers, turnover, wasted cost, and employees' behaviour, as in the coming quotations (1), (2), (14):

*“The customer's assessment is important, but this is one of ten things. Employees, if turnover is high, this is an indicator that something is wrong exactly. Also the wasted cost (a lot), I mean if there is no loyalty to the hotel, (there is something wrong). If there is loyalty from the employee, as he is careful not to throw anything by mistake (this is good). The face or shape of employees, if they are happy while working, even if they work in a difficult situation and were delayed and they are tied (happy) to their work, such an employee, for example, loves the hotel he will work with all his effort, then this impacts the hotel's success”.*

And they linked their growth on how to handle guests' complaints; as one participant (13) noted,

*“And the guest expects from you to handle their problems, so once we the manager here so we are responsible for the guest complaints, so we have to handle their complaints 100%; otherwise, we will not stay here.*

Moreover, one informant (15), when asked,

*“How do you understand how to handle problems, problems related to your development? Replied, “Of course, if I receive any complaints and how I try to solve them first and then to avoid them in the future”.*

The answer demonstrates the limitations of awareness and knowledge in development and leadership development.

Participants also expressed their understanding of the link between PLDPs and POP (perceived organisational performance) in the duties their superiors must undertake and the impact of POP recognition. For example, one employee (16) said,

*“As I told you, communication is quite clear and personal, which is nice. And uh, uh, the way there is always communication. So it is how do you see your managers do their roles? They are also quite clear, so they do not have anything vague, and they always have a straight answer for you. So they never, they never show you a weakness in their roles, actually, Yeah. They fulfil their roles 100 per cent”.*

From his perspective, managers fulfil their roles, despite achieving minimum hotel performance, as shown in employees' views about low hotel income.

Furthermore, among employees, the need for an HR department that plays a crucial role in training and development was part of the informants' answers, despite the poor conduct of HR departments in the studied hotels. Participants expressed their need for this duty, although it has been non-existent for the past five years in some cases. Thus, one can notice from a participant's (3) response, when asked about how employees understood managers' development programs for improving skills and turning employees into leaders, answered,

*“No for them is important, and this is frankly in which the HR cares about it.*

Although this hotel does not yet have an HR department (from one manager's interview at the same hotel); it suggests that the interviewee was expressing a need awareness of the department. Another (12) noted,

*“The cost is for the hotels. I think each hotel, this thing; they make it from the HR. It means that when they have each hotel from even four or five star, they have HR and its staff. I mean, I think this is not difficult because already they have the employee for that.*

However, they do not have an HR department's duties to train them. Moreover, in order to express the need for an HR department, another participant (11) noted,

*“Uh, if I am at the HR, let us say department, and I have a program training program, and I see a commie that he can be better than commie, so why not to give him that training”.*

## Theme 2: cases perceived influence – how do cases apprehend the influence of organisation performance

The emerging subthemes under the main concept of “cases perceived influence” demonstrate that there are system flaws and influences that reflect a positive or negative effect, and also show the impact apprehended by the interviewees. Many participants expressed the experience-related deficiency and the LD's negative impact on reputation, customer satisfaction or sales. The latter concepts are seen in sayings such as (interviewee 9),

*“Lack of experience means, for example, when you bring a manager from a place who has never worked in four-star or five-star hotels. For example, you bring a manager who works at a hotel in a department who was working for*

*a company. These in themselves are dilemmas or things that may cause problems in the hotel area” and “Regarding owners. One of the dilemmas, in my view, is that they do not have the right experience for the place where they work because he is originally a money holder (or money-maker or concern only), so he decided to open a certain business without going back to training courses or even a qualification. Even His scientific qualification does not qualify him to open this project, so this is a challenge” and “In four-star hotels? There are no fixed grounds for dealing with the customer for lack of experience and for lack of specific training so that the employee cannot deal with the customer or the guest on a fixed basis”.*

The above comments reflect the participant’s view on lack of experience and owners being income-driven, resulting in the non-priority of customers in reality.

In addition, many informants reported concepts that show their perception of their hotel performance’s impact due to the influence of PLDPs, of which awareness is inaccurate; as one (7) stated,

*“These programs are for employee awareness. Management is sure to use it with employees, with Subordinates with leaders, and leaders are the ones that inform employees of this thing; and when asked, “Then, how can you exercise leadership in your business? Answered, “In terms of fine-tuning at working hours with mastery at work. Accuracy in action. Not to be complacent (negligent) in matters that are difficult to be negligent while working (manager’s negative influence).*

Hence, the latter statements reflect the employee's misunderstanding of leadership through in-house programs (used as practices to develop the simple professional aspects rather

than leadership) as it showed his perceived link between PLDPs and perceived organisational performance. This is one of the results found in the study that reflects the undereducated staff's influence on the overall leadership or professional levels among four-star hotels' personnel.

Furthermore, employees understood empowerment in sayings such as,

*“When asked: and they empowered you to make decisions and solve problems?”*

Answered (16),

*“Yeah, it depends on the problem, but then sometimes you must keep it to them, and when asked, “So you, you make decisions, you make decisions?”*

Answered (15),

*Yeah, yeah, by empowerment” and, “Not all the time, absolutely, because there are times you know the, for example, the complaint over limit, so you need to keep it to your manager”.*

Moreover, another informant (15), when asked,

*What, so what kind of practices? What did they do with you to develop your leadership? Replied, “They did not give me any practices; they just see how I do and work, and they look around, and they ask the guests, and then (they decide on you), when asked, No empowerment? Answered, “No empowerment? Yeah, of course, they do empower. They do. Yeah, of course. But when you know, the, like, for example, if you are a guest and you come to the hotel, and if you are happy with the service or happy from some employee, you go to his manager. And of course, you give him a good recommendation. And then after that. They decide they just give it to the HR department, for*

*example, for the general manager, then to the owner and when they look at these, such letters let us say they promote you, they give you push, so this is a good push for the employees”.*

The latter statements reflect another employee’s understanding of empowerment and the hotel’s system of empowerment and promotion, which shows a poor and limited implementation of PLDPs and a deficiency in perceiving the hotel’s performance.

Moreover, one informant (16), when asked,

*“What do you think that your good relationship with your manager effect?*

Replied,

*“Like my good relationship with my manager when he leads me to do something and I did it very well, and then I will get a good recommendation.*

*The sales will get up, yeah”.*

What about customer satisfaction?

*Customer satisfaction. If the customer is not, he is not happy, so I will not see him regularly every year. Like yeah. So how do you see it in your hotel? I see it from the guests. I see them every year. Yeah, every year, we have patients, for example, not patients, I mean customers. They are, you know, it is a Spa, and we have the Medical Center, and they are like a skin patient. They come every year to this.*

The previous statements show employees' perceptions of the hotel's performance, as it is recognised through walk-ins and repeated customers who show satisfaction, reflecting the participants’ perceived performance. However, the latter is not a systematic measurement of performance as described in theory and practice (Drucker, 1999; Batarseh, 2018; Nazzal,



2018), demonstrating misconduct in the system and a poor understanding of performance evaluation.

Moreover, the link of those development practices with informants' perceived organisational performance is manifested in <sup>1</sup>customer satisfaction, <sup>2</sup>customer centricity and care, <sup>3</sup>hotel's reputation, <sup>4</sup>commitment to uniform, <sup>5</sup>solving guest complaints, <sup>6</sup>increased followers' tendency to work, <sup>7</sup>sales, <sup>8</sup>revenues and <sup>9</sup>occupancy rates<sup>14</sup>. Moreover, informants understand organisational performance measurement through key performance indicators, relations with the customers or the employees, online reviews, social media, customer comments, observations by the managers over the employees, employee turnover, customer opinions, monthly reports, sales and occupancy rates<sup>15</sup>.

Additionally, followers perceive the link between PLDPs and POP in a simplistic way and, most of the time, as irrelevant to the main purpose of the research inquiries. They and their superiors also understand that leadership is aimed at getting a promotion or a position because it is related in their consciousness to higher salaries, better experience, and secured careers.

They also connect this aspect to achieving better performance. Thus, as followers attempt to obtain development through available tools and practices, they seem to understand they achieve better conduct.

Furthermore, their perceived link between the two elements appears connected to some characteristics of managers or employees in the workplace, such as “confident”, fidelity, mastery at work and accuracy at work. Furthermore, their conceived impact of PLDPs appeared to relate to their belief that empowerment leads to promotion, managers' positive impact, satisfied customers from comments, employees' relations with guests, and sales and occupancy

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<sup>14</sup> POP generated by PLDPs

<sup>15</sup> Organisational performance measurements

rates. It is also related to some duties, flaws of the system and performance recognition. Therefore, it could be concluded that no clear or proper awareness of leadership construct is discovered among interviewees because each one of them thinks of “leadership” as a position. Hence, concerning the first question, the previous findings indicate how participants comprehend the current LDPs influence on hotel performance as a reference point.

Additionally, some interviewees mentioned that the lack of leadership development training and experience has a negative effect on reputation, sales growth, and customer satisfaction, whereas most informants were unaware of the cases' performance gaps. They acknowledged the lack of experience among followers, some managers and the owners, the lack of scientific data systems, the low potential of the staff and the four-star hotels' performance, the lack of salaries and hotel income, the reluctance to spend on training, the reluctance to learn and change among employees and some managers or owners. They also admitted the lack of time provided for training, the required focus on hard work by the management, the shortage of staff, employee turnover, the programs' cost burden, and the extremely limited availability of training institutions for four-star hotels in Jordan. Besides, they acknowledged the undereducated and underdeveloped staff and the staff's limited capacity in skills and awareness, conforming to the UNICEF 2021 reports about the “learning poverty” that shows this discrepancy is prevalent in the third world. However, the gap recognition methods were non-systematic and simple. They were also confined to customer complaints and opinions, changes in sales, revenues and occupancy rates, employee satisfaction, shortage of staff, employee turnover, happy employees versus employees' work, monthly reports, reputation, reviews from the customers, managers, supervisors and social media. Hence, these findings reflect the system malfunction in the studied cases.

Moreover, the most significant part of the participants' findings is the poor understanding and the limited capacity among employees. This aspect is salient, as it could be

concluded from the informants' perceptions of perceived gaps and the apprehended performance shown in their responses. It also impacts their development processes negatively; thus, it also conforms with the studies of the World Bank, UNESCO and UNICEF that discuss the “learning poverty” term employed for third-world countries (UNICEF, Information, 2021).

#### 4.2.1.3 The Perceived Gaps in Organisational Performance (OP) between Actual and Desired

Below is Table 5, which sums up the gaps in organisational performance between the actual and the desired gaps as stated in the interviewees' perceptions, with their quotations shown as evidence.

**Table 5**

The perceived gaps in OP between actual and desired

|                | <b>The perceived gaps in OP between actual and desired</b> | <b>Subthemes</b>  | <b>Participant’s Comments</b>  |
|----------------|--|---|--|
| <i>Theme 1</i> | Perceived gaps   | Gap recognition methods<br><br>Perceived deficiencies<br><br>Intellectual and esteem gaps | <i>“By monitoring work. The percentage of work for, From the satisfaction of the staff with the manager, he asks the employees how XXX dealt with you with the job. How did you experience it? How did you evaluate it?”</i><br><b><u>When asked about methods to perceive gaps, one answered: “from the guest, because we listen to them”. And continued when asked, could sales be...</u></b><br><i>“Yeah, “sales” is very important. If then, for example, this, this increases the revenue. You know, so you, you will see that there is a problem. You have to find what is the problem. Maybe the guests not happy, Maybe they, for example, our, our sales, Our marketing. It is detected here that the system is sales or money-driven. Therefore, they are likely to be sales-driven and profession-driven.</i><br><i>“How do you understand that there is a gap that? How do</i> |

**you perceive this?** From yourself, so by checking daily with the during dinner time some, some, for example, I watch my people what they are doing, Reviews myself, my supervisors, Reviews from other managers, and Booking.com Facebook trip adviser. Yeah, my supervisors, they review me; they are updating me about the staff also” **(recognition)**

“Yeah, like difficulties We do not have a good quality of staff in the market, We face a lot of problems when we try to, Bring in new people like the waiter or receptionists from maybe the languages, We face a lot of problem with this, but maybe because of the salaries, maybe because you know the limit of salary in Jordan it is 260”

**(gap)**

**How do you understand that, those programs of leadership development practices?** “In programs, I told you, we do not have any programs; this is in a daily operation only. Programs we do not have no” **(gap)**

“Did your colleagues, employees have taken such courses; Staff took at five-star hotels Five Star. But this hotel does not”

“I mean that he came from vocational training centres, he has no skill how the customer enters and how to convince a customer in the sale, **Why the hotel (management) brings such people in that way to work at the hotel? To train them (on the hotel's premises from the vocational centre).** For other purposes, as I told you, the income of the hotel is not high”

“I mean, one was at first, there was some kind of shyness, some kind, I mean shyness in meeting some customers or giving the order (request) to the employee; afterwards, things got a little bit easier”.

“I could describe a possible incident with a possible customer who, for example, was angry or upset about something, through the direct manager of this department or according to the complaint submitted by the customer or the guest, it is possible that he(the manager) avoids or

Quotations in Table 5 and the findings, below, are examples taken from the whole interviews and represent them – the researcher

As shown in Table 5, one theme emerged from the interviews’ extrapolation, reflecting how participants perceive the actual gaps in their organisations. These results are demonstrated according to informants' perspectives and with verbatim quotations from the interviews. Below is a description of the findings.

### Theme 1: Perceived gaps – gaps apprehended by participants and their assessment methods

It is noticed that, across all informants, the gap recognition methods and perceived gaps were reflected in sayings such as (interviewee 2),

*“In the four stars, most of their focus or they are mostly dependant on evaluations. They are mostly relying on single or solo ratings, but there is no data (for analysis), but this is existent in five stars hotels. Daily customer evaluation and even hotel expenses by occupancy rate show you if there is waste or no waste. This waste is part of the administration, I mean you at occupancy, for example, seventy per cent today and the expenses of one hundred dinars, and tomorrow occupancy 70 per cent and the expense is two hundred dinars then there is a waste”* and, *“This is evidence that there is a defect or an achievement; this is the first thing: customer’s opinion, the second thing is the reputation of the hotel in the tourist market. So, we are talking about the hotel's reputation hotels in the tourist medium.*

Moreover, another participant (1) showed his knowledge about key performance indicators, when asked, as he noted,

*“So, I know the KPI, but the scorecards, I never heard about them. The KPI is the system that gives you the points for all performance. Yeah, yeah. I think we do not have such a KPI, I think, but I think in the management, they have”*

*Or, “More or less, yes, from walk-in customers? Because usually, we start to receive a lot of walk-in customers who have been heard about us from someone else that we were good to them and we give them good prices. So, this is how I realized that this is a gap”.*

To show the walk-ins method to detect a gap as per employees' understanding. Further, one interviewee (15) explained,

*“As I told you, satisfied customer, it is, you know, usually recently it is social media, Tripadvisor and word of mouth, the one that will make you grow when it comes to the sales, usually, especially in areas like in Jordan. So yes, on the per cent that it is, it is a growing sales”.*

Showing that sales and reviews detect if there is a gap according to informants' perception. Furthermore, customer comments are indicators for gap recognition, as explained by participants,

(interviewee 3) *“The only thing that we do is a questionnaire. Whatever a question is like, we have a printer, we print some questionnaires about their stay and how do they find it. And if we see she is like a little bit of no satisfaction, it is either I or the manager's got to talk to her to fix it. And we do a lot of, uh, we fix it always. Either we compensate them with something or give them a gift. Yeah”.*

*And (2), if the hotel's reputation goes up, everyone competes, and employees run to this hotel. So, this hotel, its management and its leadership are*

*successful because it does not distract or have negative attraction” and (2) “We are here at the beginning and we, some troubles that we feel it, we are in shortage of staff, and we still are building in this hotel” (in terms of operations – and not building).*

*And (4), “The challenges sometimes are the lack of experience in a certain field” and (1) “I do implement that “in-house” for the time being as we have, we lack actually here in the region, uh, for the professional assistant assistance, which is which should be by the hotel association, i.e., provided by the Hotel Association, If I am not mistaken, but we do the, we do have the practices and the training and everything in House”.*

*And (10), “So, there is a lack in loyalty due to policies, policies as challenges within the organization,” and (9), “Four stars are at lower score because the potential and capabilities are less in four stars, and the potential of the hotel and even the level of employees” and (12) “Yes, one of the challenges is that there is no interest in the subject of training and self-development regarding managers because of lack of time at work”, “Yes, even staff for lack of time for lack of time. Yes, and the small number of staff in the departments in four-star hotels”, and (10), “English barrier language barrier, let us say” and (9) “But we are facing, uh, a problem to have a greater candidate with, the, with high standard level, ok international levels, because as I said before, this is the, When the government decides to hire local people OK, which is such as many countries”.*

Additionally, methods of gap recognition were demonstrated in sayings such as,

(4) *“So here in daily operation, yeah, (only) so, so from the guest from the revenue of our guest, revenue is also increased our revenues you will see”.*

And about owners' interference,

(13) *“OK, sometimes you know, we have the ability to do everything OK. We do not want to say we do not want to say the owners, OK that”.*

Here the participant is alluding to owners' interference because he cannot state it clearly.

Moreover, it was noted from the interviewees that codes such as, “some employees do not want to learn or develop”, “under-educated”, “minimum potential to grow”, “most employees have no experience in hotels”, or “the need for training” which is categorised under “perceived deficiencies” and “intellectual and esteem gaps” subthemes are reflected in verbatim quotes like,

(11) *“The current employees we have no experience at all, I mean, most of them come from vocational training centres, and there is no practical application at the same school, I mean, no follow-up, and correct methods that they learn (proper learning)”*, and (11), *“But there are people who do not have the ability to develop from himself, and he tells you that I want to stay like this”* And (12), *“There are many people who say to you that I do not want to develop from myself, but I want to remain like I am”*. And (5), *“That thing needs people (trainers) who come from outside the hotel, with training qualifications for courses for the employees. Because in the same hotel, we need that, with a competent trainer manager. There is no training manager for these courses (leadership development practices) in this hotel.*



Notably, the findings of UNICEF, UNESCO and the World Bank supported the previous statements (UNICEF, Information, 2021), which address the poor learning ability among people in the third world.

Furthermore, one informant (11) expressed the financial difficulties, as in:

*“Financial difficulties exist on the one hand that you must take courses and courses cost sums (money). To take a course. How do you deal with walking methods in the restaurant? How do you walk (the way of walking)?*

*How do you service customers and have courses and the costs are high amounts of money, with low hotel income?*

(6) *“The problem is that their income must be excellent in the hotel so that they can do courses and work for young people. Training courses Hotel income Hotel expenses are not currently enough, staff expenses and monthly expenses that are our obligations are high for the hotel.*

And another employee (12) reflected the lack of staff “diplomatically” when asked,

*“How do you see How to understand a positive or negative gap in hotel performance? For what we tell about a gap is a gap of negativity; when asked, “What do you think is the reason?” replied, “Primarily staff, number of employees”.*

When asked, “little or much?” he answered,

*“They are minimal. Honestly, I do not blame as a facility owner either for what is happening because you know the situation” (diplomatic answer).*

And about who does the training,

*“It is done by our direct director of staff and not one outside the department, I mean, not through personnel affairs (HR).*

The previous statements show the lack of income, the overlapping perceptions between the profession and leadership (when asked about leadership), the lack of staff, the diplomatic answers of some employees to defend the inefficiencies of some owners and the need for an HR department to train. Further, one interviewee (12) expressed the lack of training courses for employees as he noted when asked, do you like to take part in these courses?

*“I like, but no opportunities could be available that I participate in them, Staff took at five-star hotels Five Star. But this hotel does not, only in management.*

And on low salaries, participants (14) explained,

*“But improving the financial situation of employees because salaries are very, low, I mean, because most of them are married in a young age of twenty and twenty-one years old who are married and cannot pay them their basic needs from a few salaries of two hundred and sixty dinars, a basic minimum salary for staff” or “the only thing to if I told you we do not have like leadership workshops in this hotel, the only thing that to the way that you will enhance your leadership only with observations from what they are doing, you know, always you take the leadership, especially as a role model for you when you are doing your job”.*

The above reflects limited training courses in leadership for employees or no perceived proper methods to develop leadership capacity. It is also observed from the participants' verbatim quotes that their comprehension of gap recognition was related to the managers' and employees' observations of deficiencies, evaluations by managers and customers, morning meetings, walk-ins, online reviews, relations with the customers and their comments,

employees monitoring, employee and customer satisfaction and sales among other codes. As noted,

(4) *“A gap at first, I realized it from a customer, for example, he told me one, two, three, I noticed in the hotel, for example, so I say to the manager that we have more a problem that more than one customer communicated this problem to us and there is more than one problem, because of course anything the customer has “the right” everything (the customer is always right). So, any complaint we receive, of course, we give to management, and they resolve it” or “Sure, during any challenges, there is a meeting from the management. These challenges we tell or talk to management about these challenges. I as an employee, there is a probability that I cannot solve it. Management is guiding us in solving these difficulties”.*

Another informant (15) expressed his perceived knowledge of a deficiency (gap) as,

*“Through some of the services provided. It is possible that a service must be available but not present. This works as a gap. Possibly some guest needs are not available; this is a gap”, and, “Look, the ways through the period in which we are in now is by observing. How?*

*By observing the employee from the manager”, and, “Look, if the employee is comfortable with his manager, the guest is comfortable”.*

This is a gap detection for employees; if they are not content with their problem, this generates a gap. Moreover, employees' perceived gaps are many, and they notably demonstrate their need to dismiss those gaps. However, it is not in their power to dismiss them. Besides, these gaps form a complex pattern built on culture, traditional habits and many serious challenges. Therefore, it is noticed that perceived gaps are connected to limited potential,

reluctance to change and basic education degrees among staff. Moreover, they relate to shortages in hotel income, staff, salaries, resources, proper leadership training, doing the job in full, and many other deficiencies. They are also related to beliefs such as “leadership quality is previously built in persons” and “leadership is grown by experience”. In addition, the staff knew that these were gaps inside their hotels.

Hence, the previous findings identify the misconception of the construct of “leadership” as it is understood within leader-capacity development. Moreover, it is also concluded that recruitment and selection focus on personality traits rather than a specialised workforce, implying the non-existence of proper manager or employee recruitment and selection methods. Besides, it was discovered that the case hotels recruit staff with basic education, which clearly suggests that the focus on leadership development is not possible, reflecting a malfunction in the system.

Finally, the first and the second research questions aims to explore the managers' and employees' apprehension of the current leadership development practices' influence on the hotels' performance. Its purpose is to probe the link between those LDPs and the perceived hotels' performance. Moreover, it aims to understand the perceived gaps in organisational performance and the basis of their occurrence. Accordingly, the previous findings answer the inquiry and achieve the objectives.

Furthermore, the current thesis discovered that management's orientation toward cutting costs instead of investing in an intervention program is a paradigm, a perception or a school of thought rather than a result. Therefore, the hotels' conduct is largely affected by the leadership perceptions directed toward cost-cutting behaviour in place of investment in development interventions, thereby harming their performance.

## 4.2.2 The Third and Fourth Research Questions

To answer the third and fourth questions, stating, “*How do leaders and followers apprehend the enablers and challenges of these existing LDPs and their influence on organisational performance? What leadership development practices are functioning in these selected hotels, and are they sufficient to meet the development requirement?*”, the investigation went through the thematic analysis strategy stated in the methodology chapter (King and Horrocks, 2010; Armborst, 2017; Maguire and Delahunt, 2017). Moreover, all managers' and employees' codes were compiled separately to conform to the research questions. Furthermore, the codes were comprehensive for both the managers and the employees independently and for the enablers and challenges.

### 4.2.2.1 Enablers for managers

Three different themes emerged from the analysis of the enablers according to managers. These themes are “capacity development”, “culture-driven belief”, and “professional relationships influence”. Table 6 demonstrates a summary of these enablers.

**Table 6**

Leadership development practices enablers, according to managers

|                | <b>Enablers</b>      | <b>Subthemes</b>  | <b>Participants' comments</b>   |
|----------------|----------------------|---|---|
| <i>Theme 1</i> | Capacity development | Training development practices<br>Experiential learning<br>Habit-driven practices | <p><i>“Especially as we deal with employees face to face, and give them the programs and train and develop them”</i></p> <p><i><u>We have to give them, you know power. (So, relationship, money for motivation and empower them)</u></i></p> <p><i>“So, solve complaint problems”</i></p> <p><i><u>“It is the daily meeting, these daily meetings develop trust, and accountability. So, if I am a careless person and I am a department manager who is indifferent to my department, and I do first mistake and second mistake, and there is no</u></i></p> |

|         |                                      |   |   |
|---------|--------------------------------------|---|---|
|         |                                      |   | <p><u>accountability this can affect the hotel (negatively). So, also accountability, we said soft, and love treatment is good”</u></p> <p>“You teach them something in you” “They will stay more, You stay and they will extend 2 hours one hour, They will have a loyalty for they will be loyal to the place they work”</p> <p><u>“Currently, after Corona, let us say formal courses officially, unfortunately no, but it was the subject of training on the ground (in-house training) with new employees”</u></p> <p>“Then I am sure at the end he will give me two hours of delay at work. I agree for him up to leave before five minutes sometimes, and he would be late for two hours, for any occasion”.</p> <p><u>“Another way is when I feel with him with joy or sad occasions. I make him feel that I am a person interested in his family circumstances because he finally works for supporting his household. If he feels that I am a part of his family, he gives you as if you are from his family, he gives you more than his energy, and all my staff here and in all the hotels I worked in, nobody told me that I want to leave work at four o’clock (the end of work time). But each one stays late and helps in work more than his or her capacity”.</u></p> |
| Theme 2 | Culture-driven belief                | Leadership construct in culture                     | <p>“It is 60% of the character of the person in front of you. If he does not have the capability of being a leader”, “No matter how much you give him information on training and everything, he will not be a leader”.</p>   |
| Theme 3 | Professional relationships influence | <p>Operation-driven practices</p> <p>Motivation</p> | <p>Yeah, yeah, but the motivation is very important, and you know”</p> <p><u>We have to give them, you know power. (So, relationship, money for motivation and empower them)</u></p>  |

Quotations in Table 6 and the findings below are examples taken from the whole interviews and clarify them – the researcher

As can be seen, Table 6 demonstrates the enablers according to managers' views and the verbatim quotations shown as evidence by the manager participants. Below is a description of the findings and discussion:

Theme 1: Capacity development – practices are employed to build professional and leadership capacity

As became apparent, managers reflected their attempts to boost the employees' functions in the workplace. Hence, being part of the “training development practices” subtheme, it is observed that they focused on in-house repetitive training, personal face-to-face instructions and orientation conducted at the beginning of recruitment. As interviewee (1)<sup>16</sup> said,

*“That may be OK, like training, training sessions, your understanding yes, yes, on-site training; I mean like In-house in house and there is the, you know, the professional side of training I mean of course many online trainings; Face to face; I do implement that in House for the time being as we have we lack actually here in the region”.*

They also used materials to implement this process. As interviewee (1) also noted,

*“We do have material, of course”.*

Further, development practices included on-job-training and coaching; as respondent (interviewee 10) explained,

*“And you learn, and you teach you, coach”; “so through the training that I back to the training through the training that we have and 15-day job training and, and, and one day off job training”.*

Furthermore, many respondents reported that when managers' training (as in orientation) or on-the-job training is practised, it positively impacts followers. As informant (13) explained,

*“Affect positively. If programs are training programs for (from) management and choose leadership people (from the hotel) are sure where they are highly positive”.*

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<sup>16</sup> Please see appendix 6

As noticed, previous practices are used to build professional followers' abilities and develop their capacity in the workplace. Many notions were extrapolated from the managers' perspectives and reflected experiential learning. They thought that the focal point for professional or leadership development is experience. As informant (1) said,

*“From the experience and education”, however, “Experience is important more than study” “I will bet you 90% of our employees in Jordan, regardless from one star to five stars, are based on experience on time, not knowledge”.*

Managers also stimulate operations from their traditions or habits known to them from Jordanian communities. Therefore, they try to build friendly relations with their followers to get them to finish the job. As respondent (10) noted,

*“But the first, first, then why relationship, relationship is very important, yeah”, “OK, when they do an extra mile, why they doing the extra mile?”*

Hence, observed cases in the Jordan hotel industry mainly apply in-house repetitive training, face-to-face coaching, teaching and experiential-based learning as a tool for capacity development.

Subsequently, managers' understanding of training design was related only to developing capacity. They knew their hotelier profession and leadership expertise were developed through training and experience in five-star hotels. Therefore, one can detect that their awareness was related to employees' in-house orientation and training to enhance English language, computer skills, complaint solving and professional skills by the managers themselves or the HR department. They also understood that building employees' capacity is done through personal training and exercising practices like coaching and mentoring, mainly through their experience spillover and other occasional training activities.

Accordingly, the practices used in the Jordanian hotels were predominantly: face-to-face orientation and instruction, dependency on international material in a few cases, online



training programs such as LinkedIn, and occasional external (out-of-the-hotel) courses that were dependent on availability. Further, across informants, managers' views about "leadership development" were not the focal point of the training activity in the Jordanian four-star organisational scheme for the followers; rather, it was focused on the professional side to build the staff's capacity.

Moreover, the managers' awareness of building their subordinates' capacity is related significantly to their experience rather than well-established, customised training programs built on science and literature. Thus, words such as "experience is better than training", "practice develops skills", or "on-the-job training develops experience" can be identified among the managers' codes in the studied hotels. It was also been detected that learning from mistakes is done through morning briefs and meetings, and the focus of managers' orientation and teaching is to handle guest complaints and solve problems.

Moreover, coaching, mentoring, leading by example, on-the-job training and empowering were development practices seen in the Jordanian four-star hotels. In this respect, coaching and mentoring are recognised, as such, due to the managers' wording related to their definitions. According to their expressions, managers instruct their employees, leave them to act, monitor, assess, and then empower them. Their instructions are mainly within the profession, which overlaps leadership activity. That is, the directions and training are in the professional aspects, then the employee selection gets underway, and where and when required, leads to a promotion to fill a managerial, structural gap.

In that regard, coaching's definition is the "practical, goal-focused forms of one-on-one learning and behavioural change" (Peterson *et al.*, 1996; Day, 2001), whereas mentoring is a formal or informal developmental relationship built on respect between a higher position and a subordinate and comes from on-the-job experience (Day, 2001). Hence these concepts conform to the managers' expressions and actions described in the interviews; thus, they were

considered to match those constructs. Besides, these practices are differentiated development practices because they focus on human capital development rather than social capital development within the studied hotels (Day, 2001). Nevertheless, in other situations, they could be employed as integrated development practices for social capital development when they are related to building trust and relationships between managers and employees.

However, in the studied cases' contexts, those practices were not employed in human or social capital development; rather, they were utilised to build unqualified (basic education) employees' professional capacities. Hence, it was discovered that Jordanian four-star-hotel organisations did not utilise their practices for leadership development due to system malfunction, which obstructed the possibility of leadership advancement among those firms.

In addition, within the notion of “habit-driven practices” and due to several challenges discussed later in this chapter, managers strive to build friendly or family-like relations with their followers to build trust between the two parties that would make employees responsive to managers' instructions, coaching and walking the extra mile with their superiors. They also aspire to build cooperation and team spirit to raise their employees' confidence in order to develop their capacity and abilities and encourage them to build diligence. They also try to build trust through firmness and fairness and push their subordinates for long hard work to recompense what has been missing due to the challenges. Thus, these practices were not focused on leadership advancement but were used to overcome the challenges that all managers face, impeding leadership development from going forward. As a result, performance was obstructed from progressing.

Theme 2: culture-driven belief – how managers perceive leadership construct according to culture

It is noticed that managers or the HR department do in-site training. As interviewee (9) reported,

*“They have the human resources department. This department is the training department, chooses and develops skills and chooses the people who are fit to be leaders in all hotels”.*

Reflecting the misconception of leadership versus leader development concepts and the use of practices to develop professional dimension and leader development rather than leadership.

Moreover, across informants, managers believed that leadership traits should be built in the personality, and then they select those employees to fill a needed leadership position. One of the managers (interviewee 1) expressed this notion as follows,

*“For from, from my concept or from my point of view and within, within, my experience, leadership is not, does not depend only on knowledge; It is 60% of the character of the person in front of you. If he does not have the capability of being a leader”, “No matter how much you give him information on training and everything, he will not be a leader”.*

These findings do not relate to what has been researched and written about leadership in the literature. The construct “leadership” is defined differently in the writings. Besides, they demonstrate that recruitment is done according to personality traits where the system does not focus on a specialised workforce. Therefore, it is a system malfunction, which reveals a process gap.

Furthermore, managers reported concepts connected to a cultural belief. In this respect, all managers held the notion that directorship depends on leader traits. Some of them believed that these characteristics need to be a minimum of sixty per cent within the follower’s personality for them to be able to function as a leader. Hence, managers need these traits to be present in their followers to select assistants, department heads and supervisors to function on

their behalf while on other tasks or on vacation. Accordingly, it was observed that the previous notions are derived from the traditional habits and culture in the Jordanian social environment and represent the norm in compensating for many difficulties related to lack of resources, as presented later in this chapter.

### Theme 3: professional relationships influence – some professional aspects regarding operational and motivational influence

According to managers' views on enablers, this theme is summarised in subthemes: “operation-driven practices” and “motivation”. These subthemes are shown in sayings such as, offered by (interviewee 10),

*Do you think that leadership development programs or leadership development practices programs are part of the plans for four-star hotels? And how do you? How do you see the responsibility of management to implement these programs in four-star hotels?*

*Replied regarding this question as I mentioned earlier. The more interest in fully training and educating department staff, the more experiences. And the more! When followed up by, I am speaking in leadership.*

*He replied, In terms of leadership as managers, I have told you that each manager in their department should do work or give enough time to new employees. I mention and focus on new employees as they pay attention to them and give them room to learn and train before integrating into dealing with guests. These in themselves should be taken care of, and I blame managers here more than hoteliers (hotel owners).*

*And when asked, are there plans for this in four-star hotels?*

*He replied, no, no. I do not remember.*

And asked, *does it not exist, even a sense of responsibility to develop this leadership performance?*

He replied, *there is no sense of responsibility, but on the ground, if we speak and go down to Earth, there is no interest or enough time or incentives to give these items their right.*

Or, for example, respondent (14) shared his views about motivation:

*“We have to give them, you know, power. (So, relationship, money for motivation and empower them)”, “So the second wise, you know the money-wise, so we have to give them for example. Yeah, motivation, yeah”.*

As seen, a few more codes were extrapolated from the managers' interviews on enablers. These concepts were related to managers' views on operations-driven practices and motivation. Thus, managers are trying to set operational goals to raise their organisational sales, offer good food and acceptably deal with new employees to prepare them for operations. One or two cases have shown limited responsibility to plan for training, and the other two demonstrated negligence for development. Additionally, it was seen that managers motivate their employees with money during or at the end of the month. Hence, transactional leadership was observed in this situation.

Subsequently, one can notice that managers' perspectives on enablers largely focus on unplanned growth of professional abilities instead of leadership development. They do not participate in developing employees or managers; rather, they focus on daily work, finishing the job and achieving growing sales as per their perspectives. Therefore, it can be concluded from the managers' perspectives that leadership development practices as enablers are not properly and sufficiently exercised in the Jordanian four-star hotels.

#### **4.2.2.2 Enablers for Employees**

Below, Table 7, summarises the enablers' themes according to employees' views and the verbatim quotations shown as evidence.

**Table 7**

Leadership development practices enablers, according to employees

|                | <b>Enablers</b>      | <b>Subthemes</b>  | <b>Participants' comments</b>  |
|----------------|----------------------|---|--|
| <i>Theme 1</i> | Capacity Development | Training development practices and capacity building<br><br>Managers qualities<br>Reflecting positive influence<br><br>Experiential professional learning | <p><u>“And as I told you, they are doing quite clearly very good work with that. Because, you know, usually especially in Jordan, always the, the relationship between manager and employee, it is always a bit difficult and they make it hard. But here they are, quite open, so you could learn from them a lot to enhance your experience in the future as the leaders”.</u></p> <p><b>“If not good team, the hotel is not going to grow. Supposed to help each other”</b></p> <p><u>“I receive a feedback, they are quite happy that I developed so fast behind the desk. So they like give me quite advances that are really doing well with me” (praising)</u></p> <p>“I found it difficult to, to, add more to my leadership skills. But usually, when you it is, it is a <b>self-development</b> model, mostly because I work by myself at night”.</p> <p><u>“They are quite confident. Let me tell you, they are quite confident. And whenever you talk to them, they bring up their old experiences” (managers).</u></p> <p>“As an employee? For me, the only thing to if I told you we <b>do not have like leadership workshops in this hotel, the only thing that to the way that you will enhance your leadership only with observations from what they are doing, you know, always you take the leadership, especially as a role model for you when you are doing your job”.</b></p> <p><b>And about the notion that managers' experience has a good impact on employees, one informant noted that</b><br/> <u>“So whenever you talk to them, you ask them, they just give you from the X experiences and like, they have a lot of experience. And this is what assists you in developing yourself when it comes to leadership or developing yourself”.</u></p> |

|         |                          |   |   |
|---------|--------------------------|---|---|
| Theme 2 | Culture-driven beliefs   | Habit driven practices<br>Leadership construct in the culture | <p><u>“And as I told you, still, we are like a family in this hotel and whenever we are missing, we need to develop yourself in any part.”</u></p> <p>“The first thing that a person must be a leader, the second thing that must have full experience in the restaurants and bars in the restaurant”.</p>  |
| Theme 3 | Incentives <sup>17</sup> | Motivation <sup>18</sup>                                      | <p><u>“So, to be honest, I am happy at this hotel because that appreciation always showed and they give you extra money.”</u></p> <p>“I mean, for example, by giving them competitive prices for hotels, competing with the hotel in it and meeting their needs, and hearing every comment, I mean, they put them on the one hand, for example, entertainment things, children's things, the type of food, which is available in the hotel facilities, I mean things that the guest gives comments on, they have to follow it”.</p> |

Quotations in Table 7 and the findings, below, are examples taken from the whole interviews and clarify them – the researcher

According to employees' perceptions, enablers of leadership development practices emerged in three themes.

### Theme 1: Capacity development – practices that are employed to build professional and leader capacity

Many informants reflected a capacity-building understanding when asked about leadership development. Moreover, their statements demonstrated the professional focus as a major process of learning as they come from a modest level of skills and education. As respondent (interviewee 7) noted:

*When asked, how many times have you participated in leadership development courses?*

<sup>17</sup> It is not only money related, but it is something that stimulates one to take action, work harder, etc.; stimulus - <https://www.yourdictionary.com/incentive>.

<sup>18</sup> Consumer motivation is an internal state that drives people to identify and buy products or services that fulfil conscious and unconscious needs or desires - <https://www.retaildive.com/ex/mobilecommercedaily/analytics-key-to-uncovering-and-acting-on-customer-motivations>.

He replied, *Do I mention them or?* The researcher addressed, *mention them...then replied, I took a hospitality course. I took a course on the phone. The General safety course (safety in general).*

When asked, *something else? Have you improved your performance improve your professional performance?*

He replied, *Sure, of course.* And when asked *and the leadership?* Replied, *develop one's abilities.*

The researcher asked *Leadership-wise, how did it affect?*

He replied *in leadership terms? CERTAINLY, affect and strengthen your abilities. Even you have led, and you have errors that I can address through these courses.*

However, informant (interviewee 11) mentioned that managers get some training as he answered,

*“The responsibility exists. It is following instructions; I mean, they look at companies to give us training courses, including leadership training. Leadership training, like people with PhD and experiences they come and give courses to managers how to develop themselves to reach a stronger position than they are in now, I mean as a general manager, i.e. to become a general manager”.*

And when asked if he participated in such programs, he answered,

*“No, I did not share”.* When asked, *“Have your colleagues and employees taken such courses”?*

He replied, *“Staff took at five-star hotels Five Star. But this hotel does not”.*

Another informant (interviewee 15), when asked about his recognition of the gap in implementing leadership development programs, described the following learning process,



*“Now, to be honest yes. I mean, this was in our session. On Thursday, we were talking about the same topic. There are managers who tell you that we, for example, were doing these things. And they have made mistakes, now these mistakes, for example, the Director-General, he informs us that, for example, the work you are doing now does not complete it, because we had some problems before, from another person before me (or us), of course, he told us what are the problems and what are the ways to solve them. So, we changed accordingly the system that we work with within the hotel”.*

Thereby demonstrating the experiential learning from morning meetings. Another description from another informant (3) demonstrates the learning process, the professional focus, and the manager’s quality:

*"Like, first of all, I found the communication between me and the managers, especially in this hotel, is quite close. This is what makes me stay in this hotel mostly. And as development, I used to be at the beginning in the food and beverage department, and then I decided to move to the front office. So they gave me like three days. They gave me proper training, and I took over the reception on the C shift. And now I am doing most of the things, and the manager is quite helpful. Whenever I need those 24 hours, they are always around”.*

Further, he compared his experience with the four-star hotel where he worked with his previous profession as,

*“To be honest, this is the thing, and you see the, you know. Still, it is a five stars company, Emirates Airlines, and so it will never be compared to a Four-Star hotel. So, the tools that they have in Emirates Airline is quite different than here. Yeah, the amount of, uh, employees we used to have 56000*

*employees; we are here like 14 or 16, so I do not think so. I can implement my standards in the hotel. So, I have to follow the minimum, the minimum, and the, the requirements of this hotel. So, it is difficult to apply what we used to do there”, “So I think leadership-wise, it is a little bit weak training because they cannot train me all the time. So, I just contact them for urgent situations. So, most of the development comes from my, me, myself”.*

This informant was a decision-maker in his shift.

Moreover, when one employee (interviewee 16) was asked,

*“So, you, you take decisions, you take decisions?” He replied, “Yeah, yeah by empowerment”, but, “Sometimes not”, Not all the time, absolutely, because there are times you know, for example, the complaint over limit, so you need to keep it to your manager”.*

Furthermore, within the followers' perceptions, under the “managers’ qualities” and “training development practices and capacity building” subthemes, one can notice employees' perspectives that would influence them positively, as one employee (interviewee 3) noted.

*“Actually, as I told you, the connection is open, always communication is open, always. Even our personal funds are together like we are. We are sharing phone numbers. So whenever there is something really nice happening, you can see there they have a lot of nice gestures they have like they give you like a little bit of money or something like this. They show they are really noticing what you are doing, actually”. And, “They are quite confident. Let me tell you, they are quite confident. And whenever you talk to them, they bring up their old experiences. And you know, they worked in this field for a long time. So, they know some connections, and they know those*

*connections that show they are really good. So, they know themselves that they are doing really well when it comes to leadership”,*

Indicating the misconception of the “leadership” notion compared to the literature.

As seen from the coding and findings, employees’ perceptions of enablers are demonstrated in notions such as encouraging, empowering to make decisions, giving responsibilities and roles (although limited), being helpful, and giving guidance from managers' experience to solve problems. They are all seen as development practices by the subordinates. In addition, employees' answers identified several practices that can be seen in the managers' responses. The former is shown in codes such as “managers teach followers in the profession”, “lead by example”, and “managers coach or mentor employees”. Employees also reported that managers put subordinates in a position, assess their performance and empower them. Employees who were employed previously in five-star hotels would become decision-makers in their positions in the four-star hotels. It was also detected that employees view leadership and professional skills as being developed by experience.

Further, “collaboration promotes team spirit”, “assigning tasks” that develop employee performance, and “occasional self-training after experience” are all interpreted concepts by employees that could enhance their professional and leadership abilities.

Employees also reported that training is limited, and includes courses and teaching through their managers, occasional institutional programs (on availability), online training from websites and occasional training for managers. Thus, it is observed that employees' answers reflected much the same findings as the managers’ regarding development practices used as enablers. Hence, these answers confirm the limited potential of LDPs employed in LD discovered in the participants' responses.

Furthermore, it was seen that managers' qualities, if they exist as explained by followers, would have a constructive effect on them. Accordingly, the former subtheme

demonstrates that subordinates' views about their superiors are positive when managers are confident, have previous experience in the profession and leadership, have connections (government and market), and have good communication with their followers. They also consider their superiors to have a favourable impact on them when they are managers of their words, respect their employees, try to develop one team with all staff, fulfil their roles, and are responsible for developing them. Accordingly, those notions could be employed to encourage followers to develop their leadership skills, and thereby their organisational performance.

Moreover, employees' construct of “experiential professional learning” indicates many codes such as “learn by observation” and “managers' morning brief”, which suggests the self-reflection mode, “preliminary in-house training”, and “professional experience is the focal point for development”. These concepts reflect the experiential learning model (Kolb, 1984). However, they have a primitive influence on these hotels on the professional and leadership dimensions, as theory suggests that learning through experience is a complementary process after formal training (Day and Dragoni, 2015). Besides, it is insufficient to develop human resources' leadership element through experiential learning only (Kolb, 1984; Day *et al.*, 2021).

#### Theme 2: culture-driven beliefs – basic cultural beliefs in leadership construct and habits

One respondent (interviewee 15) noted; under the “habit-driven practices” subtheme, *“So, we are quite we like the total. We are like a family. I do not know if I get your question properly, but we are like family, and we share all the experiences and everything together whenever we meet”*.

Another employee (interviewee 16) answered,

*“Yeah, he is part of family”, “Part of the hotel level from simple employee until the higher manager”*.

Indicating the culture-driven suppositions that employees follow, assuming they are following the team spirit. Another informant (interviewee 7), when asked,

*“How can you exercise leadership in your business?”* responded, *“In terms of fine-tuning at work with mastery at work. Accuracy in action. Not to be complacent (negligent) in matters that are difficult to be negligent while working”*.

Showing his primitive understanding and professional focus. Furthermore, he was asked about the managers' comments at his work, he pointed out,

*“Sure, with fidelity at work and the work is long, and do not grumble at work with long hours”*.

This demonstrated basic awareness and understanding and deficient managerial processes. Another participant (interviewee 11) was asked about the leadership development process. He was asked,

*“How do you see how it is possible for you as an employee to move to Supervisor, for example, to assistant manager of the restaurant?”*

His answer revealed his awareness of the leadership construct, which reflects the cultural<sup>19</sup> influence of this notion in his view. It also detects the professional focus in his understanding of the construct, as he noted,

*“The first thing that a person must be a leader, the second thing that must have full experience in the restaurants and bars in the restaurant, and have full information about the entire menu in the hotel, its full facilities, their prices, and how to lead the staff to be under his hand”*.

Again, such a reply indicates the leadership construct's misconception compared to the description in the literature. In addition, it could be concluded that participants think that

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<sup>19</sup> That is, leader notion is related to strong personality traits

organisation culture, influenced by the national one, is an enabler factor for leadership development practices where, alternatively, it can be seen that it is not properly playing as an enabler; it is rather obstructing the possibility of leadership development according to literature. In the discussion chapter, the “leadership” and leadership development practices concepts are demonstrated as described in the literature, where they can be employed in developing leadership and, accordingly, in organisational performance advancement.

Furthermore, “habit-driven practices” are shown in the followers' answers that indicate basic habits and cultural<sup>20</sup> influence on the day-to-day activities of the studied Jordanian four-star hotels. Therefore, it is observed that employees view close (not very formal) or family-type relationships between staff and their superiors as positively impacting their performance. Moreover, employees regard “mastery at work”, “diligence”, “ambition”, “pressure in work” (hard work or being pushed by managers), and “not being neglected” lead to more work requirements by employees and, at the same time, can develop subordinates in their jobs. They also perceive that leadership quality is previously built within the personality, then experience and training that may develop it (i.e., leadership depends on basic qualities). Once more, these habits (or practices), which are similar in many facets to managers' answers, could identify a professional building capacity rather than leadership development. Besides, according to employees' responses, when a position is needed for a supervisor, assistant or a manager, persons with leadership qualities are selected for those positions. Therefore, one can conclude that there is no emphasis on leadership development.

### Theme 3: incentives – how employees explain customer-motivation<sup>21</sup> and self-motivation

One informant (interviewee 15) explained,

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<sup>20</sup> The cultural influence shows in the habit driven practices as those practices are driven by the culture.

<sup>21</sup> Please refer to table 7

*“So, to be honest, I am happy at this hotel because that appreciation always showed and they give you extra money. They give you those things. So, they are always show you that they are really happy with your performance, and, so whenever there is something really nice happening, you can see there they have a lot of nice gestures they have like they give you like a little bit of money or something like this”.*

Another participant (interviewee 4), when asked,

*“What kind of motivation? Replied, Motivation means that by speech stimulation means, for example, that you are great, your job is great, excellent, brilliant, practical, such as with customers, a customer thanked you, I mean that explicitly they speak in, in other hotels they do not comment by this, I mean possibly a customer thank you, and you do not know if somebody thanked you”.*

Finally, the “incentives” theme has been extrapolated from the employees' answers, reflecting motivation and other methods. Thus, in their schemes, managers are trying to set goals to raise their organisational sales, offer competitive prices, present good food and provide entertainment. Furthermore, they would also positively affect their subordinates by motivating them with verbal and monetary incentives.

### **Differences between Managers and Employees on Enablers**

Given the above, as per the participants' perspectives, one can observe that there is no significant difference between managers' and employees' views. They all indicate that emphasis is on the profession and that participants get their skills mainly from experience. Moreover, leadership development is not the focal point, and learning is done through experience, managers' knowledge spillover, disorganised coaching or mentoring and on-the-

job training. Leadership development practices include empowerment, coaching, mentoring and on-the-job training, and are done primitively and mainly within the profession. Professional training is primitive and overlaps leader capacity development when and where needed and where selection is made depending on personality traits. Besides, practices are not focused on leadership development. Incentives, habits and culture play a crucial role in compensating for challenges and difficulties.

However, one can notice slight distinctions between the two groups. Within the main themes of “capacity development” and “professional relationship influence”, managers showed the existence of international materials for in-house or HR department training. They expressed that a five-star hotel’s experience makes them better at learning, and building trust with subordinates is done through firmness and fairness. They also indicated that working for a long time in the organisation has a positive impact, and they are trying their best to set effective policies and build sales.

In contrast, employees took a different view from managers, showing their concern in occasional self-training after getting the experience (mainly in the profession) and their trust in their superiors when they are confident. They also indicated their appreciation for their managers when they are persons of their words, respect their followers, train them, have connections and fulfil their roles. They were also slightly different when they indicated their conception of ambition, learning by observation, mastery at work, not being neglected, diligence, long work hours and the positive impact of assigning tasks. The previous codes were taken from the employees' main construct, “capacity development”, and the subtheme “habit-driven practices”.

#### **4.2.2.3 Challenges for Managers**



Three different themes emerged from the analysis of the challenges according to managers. These themes are “training hurdles”, “obstacles to leadership development”, and “challenges outcomes”. Table 8 demonstrates a summary of these challenges.

**Table 8**

Leadership development practices’ challenges according to managers

|                | <b>Challenges</b> | <b>Subthemes</b>                | <b>Participants’ comments</b>  |
|----------------|-------------------|---------------------------------|--|
| <i>Theme 1</i> | Training hurdles  | Government and owner obstacles  | <p>“But we are facing, uh, a problem to have greater candidate with the, with high standard level, ok international levels. Let us say from the local community, sometimes from a man, because, uh. Because, as I said before, this is the, When the government decides to hire local people, OK, which is such as many countries. They try to minimize OK, ex-pat uh from overseas and etc.</p> <p><u>“Most of the people are not finished their degree in order to for them to understand leadership skills and training very well, they have English barrier, language barrier, let us say.”</u></p> <p>“Yes, and maybe the company they do not invest now in this, yeah.</p> <p><u>So yeah.</u></p> <p><u>For example, the company if if they want send me, and YYYYYY for example, outside to to for two months.</u></p> <p><u>OK, they have to spend a lot of money</u></p> <p><u>NNNNN</u></p> <p><u>Of money costing right.” meaning the cost is a burden</u></p> <p>“Lack of experience means, for example, when you bring a manager from a place who has never worked in four-star or five-star hotels. These in themselves pose a dilemma because he does not have the experience. For example, you bring a manager who works at a hotel in a department who was working for a company. These in themselves are dilemmas or things that may cause problems in the hotel area”</p> |
|                |                   | Lack of resources               |  |
|                |                   | Limited potential               |  |
|                |                   | Covid 19                        |  |
| <i>Theme 2</i> |                   | Cultural and behavioural issues | <p><u>“We talked about this last time, and in order with the, with the empowerment to give empowerment to the, the</u></p>   |

|         |                                     |  |  |
|---------|-------------------------------------|--|--|
|         | Obstacles to leadership development | Limited potential for leadership development | <p><u>staff itself, we, I give him some of these. Some, I mean, a limited percentage of the empowerment”</u></p> <p>“100 percent Yes, right, there is no suitable man in four-star hotels. Few, who are the right man in the right place because he did not work beforehand because he was the manager who before he worked in four-star hotels. I do not think he worked in five-star hotels or accepted himself by circumstances”</p> <p><u>“Employer, stakeholder, employer. People should be seen as his family and not their employees eventually. He does not care about their feelings or their development because this will benefit him in the future in terms of financial profit” and ↓</u></p> |
| Theme 3 | Challenging Outcomes (results)      | Gains  | <p><u>“Moral gains and the development of the reputation of the place where he works”</u></p> <p>Nader: that is, we can say that in four-star hotels, the employer is a challenge in itself.<br/>“one hundred percent”</p> <p><u>“Nader Do you spend money on research? I do spend money on... We do spend money. It is not the issue of money. It is the issue of why should we involve a third party? To be But this is the end of the day. You will not feel safe”</u></p> <p>Nader: Transparency, yes, so we have the problem of transparency <b>answered, Of course,</b></p>  |
|         |                                     | Trust  |  |
|         |                                     | Performance measurements                     |  |

Quotations in Table 8 and the findings, below, are examples taken from the whole interviews and clarify them – the researcher

As can be seen, Table 8 demonstrates the emerged themes, the extrapolated subthemes and the verbatim quotations resembling the data expressed by the manager participants. Below is a description of the findings:

Theme 1: Training Hurdles – several factors obstruct training implementation

Many informants reflected their suffering with hurdles such as the government's and owners' behaviour, lack of recourses, limited potential or Covid 19, as seen in Table 5 responses. In addition, a manager (interviewee 1) noted,

*"Uh, once we have the leadership you, definitely; we automatically develop; Once we developed with the practices, we got the experience we needed; Difficulties, yes, we might sometimes face some difficulties; Uh, due to? Government, actually more than anything else internally; Uh, like the laws and restrictions and not to mention; the, the pandemic, which is and we are still facing, but however it is, it is very impactful, impactful for the existing practices."*

The previous statements reflect government laws, restrictions and pandemic hurdles.

Another manager (interviewee 2) reported,

*"We do not have a good quality of staff in the market; We face a lot of problems when we try to; bring in new people like the waiter or receptionists from maybe the languages; We face a lot of problem with this, but maybe because of the salaries, maybe because you know the limit of salary in Jordan it is 260 JDs; This is with we face".*

Reflecting the lack of recourses resembled in employee potential, the English language barrier and salaries. Moreover, informants across the cases expressed the difficulties of the owners; one manager (interviewee 13), when asked,

*"What challenges do they have? To develop their employees if they agree?"* noted that *"Challenges for the owners; Challenges I mean; Maybe the profit of them maybe will be less, and they need more staff"*.

Thereby implying that the organisational income is low while recruiting more employees is needed. This situation indicates the lack of available time needed to train<sup>22</sup> and is one of the causes that devitalise owners to spend on training.

Hence, according to managers' perspectives, one can deduce that strategies employed in the studied cases impede the existence of leadership development practices. Besides, extrapolated concepts related to obstructive government restrictions and laws can be detected. Moreover, owners' policies and restrictions do not support staff or managers' development; hence, they have no interest in developing their employees or acting executives, and they are reluctant to be involved in their personnel's advancement due to their mentalities and a lack of resources. The latter construct which emerged in the managers' answers is related to lack of owners, employees and some managers' experience, shortage of Jordan's institutions for leadership training, financial issues and cost of programs burden, low staff salaries, low organisational income, lack of time needed for training due to family obligations and hard work, and the English language barrier. Moreover, among the insufficient resources is the lack of systematic data analysis, measuring the impact of leadership development practices, enablers or challenges on organisational performance.

Furthermore, when training programs exist (within their limitations), one can detect the lack of their evaluation. However, it is known that examining self-development through evaluation programs is crucial in leadership development (Orvis and Ratwani, 2010). It is also noticed by managers' views that the primary owners' goal is money and income, and owners follow the autocratic leadership style in their operations. In this regard, transformational leadership is required in this sector because it stimulates and inspires followers to achieve outstanding tasks and expand their leadership ability (Bass and Riggio, 2006). Further,

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<sup>22</sup> As lack of staff directs operations to engage personnel at the workplace at all times. This also reflects in lack of time for training.

authentic leadership is also needed due to its association with positive follower attitudes that lead to productive relationships between leaders and followers (Shamir and Eilam, 2005; Gosling *et al.*, 2016). Besides, the study detected two cases where owners were involved heavily in the hotel's leadership and management, whereas in the other two, they were less involved.

#### Theme 2: obstacles to leadership development – cultural and behavioural issues and limited potential for LD

The second challenge manifests in the obstacles to developing leadership (or even the profession). Hence, many informants noted reluctance to develop or change, as in one's (13) response,

*“Sometimes you are facing the problem; with the hotel with the OK maybe with the head of the office they do not want to develop, develop I mean the head of the hotel OK”. And continued, “Then we do not; we do not want to say we do not want to say the owners, OK that; in in, in five stars and OK in a five-star hotel, for example; there is a change big change, OK? And, uh, sorry to say this is in Arab country”.*

Implying that local hotels in Arab countries do not want to change or develop, unlike five-star hotels. Another manager (interviewee 5) reported the slowness in finishing the job as in,

*“Challenges, for example, that to finish the job as quickly as possible”.*

Moreover, one manager (interviewee 9) reported,

*"Employer, stakeholder, employers (that is, the owners), his people (employees) should be seen as his family, and they are not their employees (enslaved people) eventually.*

Which reflects the lack of care from the owners towards their employees. Furthermore, one manager (interviewee 14) explained that plans for training are limited or not well established, conveying the cost burden; when asked,

*“OK, how do you think it is the organization's responsibility? To include all managers and employees in programs like this”, answered, “In programs, I told you, we do not have any programs; this is in a daily operation only; Programs we do not have no”. And when asked, “So the challenge is to let the company be involved in such programs”, he answered, “yes, Because of the cost”.*

As mentioned, it was discovered that among the managers' constructs on challenges is obstacles to leadership development”, which includes “limited potential” and “cultural and behavioural issues”. Hence, according to managers’ views, it was noticed that employees' mentalities were limited in understanding. The staff have limited abilities in knowledge and skills, and have lower education. Further, the four-star Jordanian hotels have limited professional potential, poor leadership capacity, low management performance, and skills are usually developed from experience. Managers also reported that staff require a long time to develop due to limited understanding, education and knowledge capacity. This phenomenon conforms with the UNICEF reports about the MENA region of “Learning Poverty” (UNICEF, Information, 2021).

Moreover, high turnover exists, leading to a low loyalty level. Owners and staff are reluctant to respond or to be assessed. Furthermore, owners, employees, and some managers are reluctant to change or refuse to learn. In addition, employees exploit family-like relations with their managers, training is occasional or limited (internal – inside the hotel or external – outside the hotel), the staff is slow in finishing the job, empowerment is restricted, the owner’s intervention for development is limited, and employees' involvement in training is deficient.

It was also found that professional (usually in-house) training overlaps leadership training; that is, while managers' professional instructions are occurring in the workplace, restricted orientation to lead could be detected in the managers' views, mainly to fill a position. Moreover, in many cases, selection methods for the “proper person in the right place” were missing, and plans for training programs were limited and not well established.

Alternatively, leadership development is an emergent characteristic of effective systems design (Salancik, *et al.*, 1975; Day, 2001); it aims to bring about human resources progress and leadership development (Bass, 1985; Day, 2001). However, the study's results found inadequate and improper leadership development processes among the four-star studied hotels.

### Theme 3: challenges outcomes (results) – gains, trust and performance measurements

“Challenging outcomes” is the third theme emerging within the findings, as discussed in the following verbatim quotations that reflect the evidence of this construct. Hence, one manager (interviewee 9) noted,

*“He (the owner) does not care about their feelings or their development because this will benefit him in the future in terms of financial profit, moral gains and the development of the reputation of the place where he works”.*

To reflect his understanding of the influence on financial, moral and reputation gains and the lack of trust within the organisation. Another (interviewee 2) noted that,

*“Some of those hotels they are they are being shut down; with the; The low-performance intervening; And as you know in Jordan, and outside of Jordan; There is a hotel being closed for bad performance because bad, bad performance will lead you to bad income; But they are Saying from corona; however, it is related to quality uh service deliverance; This all this is also*

*affecting performance. And reputation, reputation”. When asked, “How would you measure your customer satisfaction in this hotel? He answered, “I measured through occupancy; Through uh, people are leaving happy through complaints through recognition through feedback, feedback from work, from social media, from contacting guests from, from; All, all, four stars, they, they evaluate their customer satisfaction from reviews; Monthly reports; You can tell from the from day one, you, you, you, you, you check the occupancy; I am talking about the hotel business now so you, you, check the revenue you check the thing you check why the other hotel comparing to this hotel”.*

Thus, the previous performance recognition methods say that “performance” is not systematically acknowledged. Hence, the third construct that emerged within the results on challenges included gains, trust and performance measurements. Accordingly, several cases negatively impacted gains such as financial aspects, morale and reputation, which impeded advancement. Besides, some cases showed mistrust in the market and the significant unsatisfactory influence of “trust” in the workplace between managers and employees.

Moreover, responses showed that performance measurements are not systematically recognised; instead, they are achieved through customer opinions, personal relations with customers, online reviews, employee observations and employee turnover to a limited extent.

#### **4.2.2.4 Challenges for Employees**

Last but not least, according to employees' perspectives, two themes were derived from the analysis of the challenges. Those themes are “training obstacles in professional and leadership dimensions” and “performance recognition”. Table 9 demonstrates a summary of these challenges.



## Table 9

Leadership development practices' challenges according to employees' perspectives

|                | Challenges   | Subthemes   | Participants' comments   |
|----------------|--|---|--|
| <i>Theme 1</i> | Training obstacles in professional and leadership dimensions | Training focus<br><br>Employees limited capacity<br><br>Lack of resources<br><br>cultural, individual-level and group-level challenges<br><br>Covid 19 factor | <p><i>“And to be honest, we are short in staff. So and we do not have the, the how to say, the proper training departments to give us such leadership skills. So I think there is a bit difficult to get proper training when it comes to leadership”.</i></p> <p><u><i>“Uh, we do not have too many people working”.</i></u><br/> <u><i>“The current employees, we have no experience at all, I mean, most of them come from vocational training centers, and there is no practical application at the same school, I mean, no follow-up, and correct methods that they learn (proper learning)”.</i></u> and when asked <u><i>“How Many Times Have You Participated In This Hotel In Programs To Develop Leadership Development Practices”</i></u>, an employee replied, <u><i>“not once”.</i></u></p> <p><i>“So, I think there is a lot like and, you know, financial issues always, you know, it is not the best. So, I think it needs time until they reach to the point that they have a training department and they start to do training”.</i></p> <p><u><i>“But to have an official training session? No, there is nothing great”.</i></u></p> <p><i>“There was some kind of shyness, some kind of mean shyness in meeting some customers or giving the order (request) to the employee. Afterwards, things got a little bit easier. I started to work in some way without shyness”.</i></p> <p><u><i>“If employees are young, and there is no experience, there are more difficulties because the employee feels like you are ordering him or her; I mean they do not take it easy as it is a process of the only the work”.</i></u></p> <p><i>“And uh, you know, because of the pandemic, everything is going. So slow, not even in the right place, so a slower pace than it is supposed to be”.</i></p> <p><u><i>There was in training, but the current time there is not in the training after Corona. I mean, what has become”.</i></u></p> |

Theme 2

|                         |                                      |   |
|-------------------------|--------------------------------------|---|
| Performance recognition | Organisation and employee evaluation | <p><i>“And when asked about “knowing that there is a gap in the organization’s performance which means the hotel’s performance”, across participants responded, “This is from the percentage of occupancy? I told you the percentage of the occupancy in the hotel”.</i></p> <p><i><u>“But when you know the like, for example, if you are a guest and you come to the hotel, and if you are happy with the service or happy from some employee, you go to his manager”.</u></i></p> <p><i>“And of course, you give him a good recommendation”.</i></p> <p><i><u>“If you have a problem, If you fix it, You are good; if you do not fix it, so, YOU are not”.</u></i></p> |
|                         |                                      |   |

Quotations in Table 9 and the findings, below, are examples taken from the whole interviews and clarify them – the researcher

Finally, Table 9 shows the themes and subthemes extrapolated from the interviews and verbatim quotations that resemble data expressed by the employee participants. Below is a description of the findings:

Theme 1: Training Obstacles in professional and leadership dimensions – how informants saw obstructive factors to professional and leadership development

Training obstacles are represented in many subthemes, which reflect big challenges for the studied four-star hotels. For example, informants reported the “shortage of staff” as (interviewee 11) said,

*“In the pre-Corona period, the number of employees was approximately fifty-five to sixty employees, but after the Corona period, compliance with the defence order and social security laws, the numbers became less, about twenty-five to thirty employees”.*

Reflecting a lack in recruitment among four-star hotels in the good periods and the bad ones.

Or “limited number in leadership courses” as in (interviewee 8),

*“Training programs like... How could you be a manager, or how could you be a decision-maker? How do you serve the group or to help a colleague, for example, who may have made a mistake, which you can be aware of it more than him”.*

Alternatively, it is shown in the literature that leaders and leadership development should be centred on five webs in the coming decades: learning, reverence, purpose, authenticity and Flaneur<sup>23</sup>. Thus, such activities reported by employees do not reflect the required depth of leadership development, as O’Connell, (2013) suggests. Moreover, one informant (interviewee 3) showed a non-proper understanding of leadership construct as he noted,

*“These are the standards to follow in administration, but the leadership is that I develop things. I mean, I do not have to follow the standards precisely; if I see other points that do not offend the hotel, I will follow those points”.*

Whereas according to Northhouse, 2001 and Morton *et al.*, 2014, leadership is defined as "the behavioural processes of influencing individuals and teams towards attaining specific objectives or goals". Nevertheless, the latter informant's statement of the leadership construct does not indicate proper awareness or understanding, as his answer reflects limited knowledge. Moreover, another participant (interviewee 16) reported about the experience,

*“The practices come with themselves, from your experience”, “I thought I told you the practices come from your experience”, “From what you have done. This is gonna be your, your, training from yourself. When asked, “But you do not go online. You train yourself by LinkedIn, YouTube?” he replied, “No, no, it comes from my Experience. I said it”. And, “You want to give it to them, so they have more experience about this complaint about this*

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<sup>23</sup> Please refer to page 43

*matter”, “Of course, the experience is the most important, but if there are no more practices, why not?”*

Moreover, when asked about the hotel’s training, one participant (interviewee 12) reported,

*“I mean, the training that is, how, how, how does the employee deal with the customer, how if he gets into problems with customers, how can we solve them? How do we receive the customer? I mean, all the training that is followed in all hotels? But not from the leadership point of view; nothing has been done”.*

Thereby demonstrating the “primitive” professional focus of their training implementations.

Further, one informant mentioned the lack of training as he noted,

*“Yeah, there is no training, and we do it by ourselves”.*

Showing the focus on experience in development. Another employee's (interviewee 3) answer demonstrated limited empowerment, misconception about the construct, and misunderstanding about leadership training; as he explained,

*“Yeah, they empower us a lot, actually. And as I told you, still, we are like a family in this hotel and whenever we are missing, you need to develop yourself in any part. Easy peasy. They just talk to you, and they just solve it as I always have; after I leave, before I leave my job, I suppose to leave at 8:00. I worked with my front office manager. I like to appear, and he just gives me every few days like new tips, and he just reviews my performance generally. So this is how you know, I developed, or I became better in this situation. So I guess, yeah, they are quite helpful when it comes to leadership training, especially in the c shift. You know, another front office, you are the duty manager generally, so you make the decisions, so you have to know what you can do, what you cannot do, and they are quite helpful with that”.*

Another participant (interviewee 8) reflected the limited empowerment clearly,

*“Yeah, yeah by empowerment, sometimes not, not all the time, absolutely, because there are times you know, for example, the complaint over the limit, so you need to keep it to your manager.”*

Conversely, in his discussion on the Kanter empowerment theory, Suhermin, (2019) mentions that “empowerment is one’s authority to make further considerations to accomplish his or her responsibility without asking for others’ authorization” (Luthans, 2010; Suhermin, 2019). Moreover, the crucial empowerment elements for progress arise in the organisation when the workplace is organised for the followers to do their jobs freely (reflecting the non-autocratic and non-hierarchal leadership style), and there exists access to information, have access to resources, and the opportunity to learn and grow (Suhermin, 2019). However, the previous statements about empowerment show the limited awareness and narrow application of empowerment within the studied Jordanian hotels.

Moreover, when asked about leadership development and its challenges, many employees' answers focused on primitive professional progress, on limited empowerment and did not show the significant role of leadership development programs; rather, they focused on the profession and experience. As one participant (interviewee 7) shared,

*“In terms of fine-tuning at work with mastery at work. Accuracy in action. Not to be complacent (negligent) in matters that are difficult to be negligent while working”.*

Another one (interviewee 4) commented,

*“Sure, during any challenges, there is a meeting from the management. These challenges we tell or talk to management about these challenges. I, as an employee, there is a probability that I cannot solve it. Management is guiding*

*us in solving these difficulties. Management is cooperative in solving those things”,*

Another (interviewee 11) explained the leader-personality trait concept, indicating limited awareness in the construct, while demonstrating customers’ attempts to benefit,

*“This I did not take courses, and I do not care to take the Internet, but I have the ability to lead”, “Difficulties can be met by me because there is a group of people who know that if they do a problem at the hotel, they will go gain, for example, hospitality discount or things like that, I mean, he intends to do it (to gain)”. When asked, “Yes, I know, of course, the hotel, but the challenges I am telling you about the challenges that you are developing leaders, developing leadership qualities in which difficulties, challenges and difficulties”, he answered, “That one has experience, courses in English and courses in dealing with the customers and through which he can grow and develop his status”.*

Demonstrating the non-awareness in leadership notion and the limited professional focus.

Another replied, *“We need training”, “No, we need training, we need training for all the employees over here”, “That is a big gap”, “from the customer, you can know their gap”, and for participation in training courses, “For me and this hotel, zero time”.*

Furthermore, across participants, the negative effect of Covid-19 was shown in their answers; as one employee (interviewee 12) noted,

*“With this work on, you know after Covid our business, or it is not our business it is worldwide, the business is down, so we have to push ourselves just to trace this”,*

And another (interviewee 8) when asked about managers' responsibility to develop themselves and their followers, reported,

*“In this current period, during Corona so far, these things have stopped because it has become a few externally, but internally, there are meetings between us. We try to direct each other or in some points to develop it and improve it”*,

And the negative impact can also be seen from the Covid factor,

*“There was in training, but the current time there is not in the training after Corona. I mean, what has become”*.

Thus, the first theme derived from employees' interviews on challenges was “training obstacles in professional and leadership dimensions”. Accordingly, it was detected that training focuses on the profession rather than leadership in all aspects. Thus, orientations, in-house teaching and other methods used for training are mostly in the profession. They also emphasise solving customer complaints and problems rather than leadership elements.

Moreover, themes on challenges emerging from the followers' answers were relatively similar to those of the managers. Hence, under the notion of “employees' limited capacity”, their primitive potential was noticed in their answers. Some expressed the need for higher training, education and English language learning to support their careers. Others hardly understood the questions. They also expressed limitations in their knowledge and conveyed their lower education backgrounds. Additionally, they indicated their limited empowerment. Again, this fact is supported by the UNICEF reports (UNICEF, 2021).

One can also notice the codes employees communicated under the “lack of resources” subtheme. They spoke about the limited leadership courses, staff shortages, their limited career prospects, limited guidance to lead, and the limited capacity of four-star hotels compared to

five-star hotels. They also talked about the occasional limited training, mostly in the profession and the cost and financial burden of training programs.

Furthermore, they expressed the need for an HR training department and that there were no existing proper methods to develop leadership. They indicated that training programs are seldom for employees and showed that only in-house training exists due to training costs. Besides, they showed that lack of time for training, lack of external (out of the hotel and within the market) institutions for teaching, limited employees' incentives, low hotel income, low salaries and high cost of programs which inhibit ambition and prevent development. In addition, they expressed that their expectations are not met in the four-star hotels.

In addition, within the subtheme "cultural, individual and group-level challenges", employees have difficulty complying with their managers' orders, some employees may face shyness in their behaviour, and a problem exists among followers related to doing the job in full, attaining the standards. Additionally, there exists reluctance to change habits among employees, and managers do not connect their development to their work. Besides, difficulties in the workplace exist from hard work. Employees also reported that there is no concern for development generally, and some managers are not in the correct position (although some are). Thus, with the tendency of not-to-change characteristic among employees and higher organisational levels, these challenges significantly affect the overall development process. Nonetheless, the "change" factor is very essential in development, as Drucker, 1999 demonstrates.

## Theme 2: Performance recognition – how employees perceive how evaluation is done in the studied hotels

When asked about,



*“Knowing that there is a gap in the organisation's performance which means the performance of the hotel”.*

One participant (interviewee 8) responded,

*“This is from the percentage of occupancy? I told you the percentage of the occupancy in the hotel gives you from now and for a month what is the occupancy; then you compare it between the last year and the current year”.*

Another informant (interviewee 16) who replied about employees' performance evaluation noted,

*“For Employees, their performance is valued through their work during his work”.*

Hence, the second theme derived from employees' interviews on challenges was “performance recognition”. It was noticed from the employees' answers that evaluation is done improvisationally, and there is no system of assessment. Furthermore, employees' answers reflected a missing systematic factor that appraises their performance in the profession in addition to the leadership facet. Therefore, they reported that their evaluation is done through their managers by monitoring their actions or verbal feedback, sales, occupancy rates, labour turnover, experience, and morning meetings. Some employees used words like “you are good as long as you fix problems” to reflect their superiors' only concerns.

And last but not least, employees shared that Covid 19 prevented the continuation of in-house training and orientation, thereby being replaced by meetings.

### **Differences between Managers and Employees on Challenges**

As can be seen, some differences were established between managers' and employees' perspectives. Thus, the managers' major themes, such as “training hurdles” and “obstacles to leadership development”, had several distinct subthemes. First, managers reflected their

awareness of obstructive government laws, and restrictions, unlike employees. Second, they understood that the owners' primary goal is money; therefore, policies for staff development do not exist, and third, existing high labour turnover leads to disloyalty to the organisation. Fourth, owners of Jordanian four-star hotels get themselves involved in the hotel's management to different degrees; thus, they follow the autocratic leadership style. Fifth, managers were also different from employees in expressing employees' lower abilities as they require more time to develop; and sixth, showing owners' reluctance to respond or be assessed. Seventh, different from employees, managers expressed few other behavioural obstacles such as employees' exploitation of family-like relations, the employees' tardiness in finishing the job, the autocratic distancing between owners and staff and the minor owners' intervention in developing leadership and operations. Eighth, they showed the challenges' impact on the hotel's reputation; ninth, the mistrust in the Jordanian market and tenth, findings were relatively similar about the non-systematic measurements' procedures in the organisational performance.

In comparison, employees' awareness was on a micro-level, under subthemes like "cultural, individual-level and group-level challenges". They reflected employees' defiance of orders, shyness, incomplete job done by the employees themselves, the disconnections of managers' development to their work, the problematic customers who desire to benefit from discounts and employees' awareness of the limited expectations of their jobs. Subordinates, differently from managers, conveyed that their evaluation is done through non-systematic methods that could not well establish their assessments. They also indicated the difficulties related to hard work, and little incentives and cost of training programs which impede ambition. They showed that complaints are the focus of the managers' concerns, and they get limited guidance to lead and expressed the need for training department in HR. The managers did not report what had been conveyed by employees. Henceforward, the rest of the codes were similar for both parties.

### 4.3 Conclusion

To conclude, the thesis contextual key findings can be summarised as follows:

- LDPs are in-house, face-to-face, online programs, orientation, empowerment, lead by example, coaching, mentoring and limited out-of-the-hotel training sessions.
- The nature of LPDs is limited empowerment, assigned roles and responsibilities, consider managers as coaches or leaders, to learn by observation.
- Professional training overlaps leadership training.
- The link of LDPs with POP is observed through performance which mainly focuses on customer satisfaction, customer centricity, hotel reputation, commitment to uniform, solving guest complaints, increased followers' tendency to work, sales, revenues and occupancy rates.
- Informants understand organisational performance measurement through key performance indicators, relations with the customers or the employees, online reviews, social media, customer comments, observations by the managers over the employees, employee turnover, customer opinions, monthly reports, sales and occupancy rates.
- Followers perceive the link between PLDPs and POP in a simplistic way, and most of the time, irrelevant to the main purpose of the research inquiries.
- The notion of leadership is observed as leadership position, since employees and their superiors understand that leadership is aimed at getting a promotion or a position because it is related in their consciousness to higher salaries, better experience, and secured careers.

- ▶ They also connect this aspect to achieving better performance. Thus, as followers attempt to obtain development through available tools and practices, they seem to understand they achieve better conduct.
- ▶ Their perceived link between the two elements seems connected to flaws in the system and performance recognition. Therefore, it could be concluded that no clear or proper awareness of leadership construct is discovered among interviewees because everyone thinks of “leadership as a position”.
- ▶ The most significant part of the participants' findings is the poor understanding and the limited capacity among employees. This aspect is salient, as concluded from the informants' perceptions of perceived gaps and the apprehended performance shown in their responses.
- ▶ Employees' perceived gaps are many, and they notably demonstrate their need to dismiss those gaps. However, it is not in their power to do so.
- ▶ These gaps form a complex pattern built on culture, traditional habits and many serious challenges.
- ▶ Perceived gaps are connected to limited potential, reluctance to change and basic education degrees among staff. Moreover, they relate to shortages in hotel income, staff, salaries, recourses, proper leadership training, doing the job in full. They are also associated with beliefs such as “leadership quality is previously built in persons” and “leadership is grown by experience”. In addition, the staff knew that those were gaps inside their cases.
- ▶ The previous findings identify the misconception of the construct of “leadership” as it is understood within leader-capacity development. Moreover, it is also concluded that recruitment and selection focus on personality traits rather than a specialised workforce,

implying the non-existence of proper manager or employee recruitment and selection methods.

Moreover, key findings of leaders on enablers are:

- Building professional capacities.
- Face-to-face, in-house or on-site orientations (training) and on-the-job training.
- Managers' previous professional experience.
- LDPs are coaching, mentoring and limited empowering in the profession.
- Family-like, friendly relations with employees.
- 60% of leadership quality is based on character and personality.
- Operational practices to ensure sales increase and limited responsibility for planning.

Key findings of followers on enablers are:

- Culture of encouraging and teaching employees, and giving them responsibilities (by managers). In addition, enablers could be seen in empowering and lead by example. Further, these enablers are all in the profession.
- Abilities and skills are developed by experience.
- Training is limited to occasional online training, mainly for managers.
- Managers' qualities can have positive or negative influence on employees.
- Experiential professional learning, learn by observation, morning briefs and in-house orientation.
- Family-like relations.
- The need for basic qualities in the personality in order to lead.

- Incentives for employees to increase sales.
- Most managers and employees' enablers are similar.

Key findings of leaders on challenges are:

- Strategies by owners and government impede the existence of LDPs.
- No interest in development, policies do not support it.
- Obstructive mentalities and mind-sets to leadership development
- No trust.
- Lack of experience, lack of institutions for training, shortage of staff, cost of programs, English language barrier, insufficient resources, lack of systematic data analysis, low income, low salaries, lack of time, limited staff's educational and knowledge ability are all elements of impeding LDPs.
- Lack of program evaluation.
- Owners' goals primarily reflect making money.
- Interfering owners in the management and leadership.
- Limited organisation and staff potential in Jordanian 4-star hotels.
- High turnover, hence, limited organisation loyalty.

And key findings of followers on challenges are:

- Only focus in training or coaching on the profession.
- Limited capacity among employees.
- Limited English language and professional knowledge.

- ▶ Staff shortage, limited career prospect, limited guidance to lead.
- ▶ Limited and seldom training programs and mostly in the profession.
- ▶ Expressing the need to HR department to develop staff.
- ▶ Lack of training institutions, low hotel income, low salaries, difficulty in complying with orders, shyness, doing the job in full, reluctance to change, hard work, no concern for development and high cost of programs.
- ▶ No systematic process on performance evaluation (improvisational).

Thus, it was concluded that no major gaps were detected within the answers, between the leaders and the followers, and among the cases as it was observed that they were similar or complementary. Furthermore, the thesis research questions were answered and the thesis research propositions matched the empirical findings. Therefore, it was detected that Jordanian four-star leaders do not employ leadership development practices described by the literature in LD. It was also found that leadership development practices exercised in Jordanian four-star hotels have a minimum influence on organisation performance.

## **5 Discussion**

### **5.1 Introduction**

This chapter presented the discussion according to the findings of the research. The discussion was approached to understand the applicability of current research's findings in existing literature and further drew on theoretical and practical contributions. The chapter presented in two sections; the first section explored the link between LDP and OP in the Jordanian context by exploring the leaders' and followers' apprehensions, whereas the second section explored the gaps between existing practices and desired practices.

### **5.2 Discussion**

According to the first and second research questions, the study probed into the link between LDPs and perceived hotel performance and how managers and employees apprehend the organisational gap to answer how current LDPs influence the OP, and how the context influences existing LDPs. Moreover, the study supported a link between LDPs and OP; however, these findings did not show the required approaches as demonstrated in the literature. For example, many verbatim accounts showed a poor understanding of the leadership



development construct, and the literature<sup>24</sup> does not support what was reported by the findings. Alternatively, the literature shows that leadership development is an emergent characteristic of effective systems design (Salancik, *et al.*, 1975; Day, 2001). It also suggests that transformational leadership theory incorporates several dimensions that bring about leaders' progress and leadership development (Bass, 1985; Day, 2001). Thus, literature contrasted with the findings of this study.

Moreover, literature has shown that the leadership development process applies practices that assess, direct, build and progress the human and social capital to influence the organisation's performance (Subramony *et al.*, 2018). Additionally, leadership development programs concentrate on enabling the employees and engaging them in searching for the inner sense of authority; that is, the "identity work" of individuals and groups to enable them to act upon their contribution towards organising the business goals and improving their achievements (Gosling *et al.*, 2016).

Further, McCauley *et al.*, (1998) define leadership development as "expanding the collective capacity of organizational members to engage effectively in leadership roles and processes". However, the verbatim reports extrapolated from the interviews did not identify such deep knowledge, awareness or application of development, leadership growth or even professional development, and were not in line with the authors mentioned above.

In contrast, as stated before, the development practices described by the interviewees focused on building the employees' professional capacity. Further, they were employed in a simple manner with the aim of directing the staff in operating and finishing the job. Several writings in the literature<sup>25</sup> disprove the utilisation of these practices for such uncomplex purposes. They demonstrate that practices and dimensions, such as empowerment, lead by

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<sup>24</sup> Chapter two

<sup>25</sup> Chapter two

example, on-the-job training, coaching, out-of-the-hotel formal training sessions and trust-building are utilised to build authenticity, leadership development, human capital, social capital, commitments, the ability to solve unpredicted problems, the industry's performance and shape followers into future leaders (Dixon, 1993; Wenger, 1998; Day, 2001; Day and Haplin, 2001; London, 2002; Bass and Riggio, 2006; Subramony *et al.*, 2018; ). Nonetheless, as reported by the findings, these tools were used only to develop followers' abilities to achieve the basic professional tasks required by the hotel's management and were not in line with the above literature.

Moreover, the verbatim accounts which were discussed in the previous chapter, related to the link between the LDPs and OP, and demonstrated the participants' perceived hotel performance. These answers did not reflect a thorough understanding of organisational performance; some of them were conceived as the hotel's performance or others reflected simply the way it was evaluated and measured<sup>26</sup>. By contrast, according to Motowidlo and Kell's (2012) perceptions, performance is an aggregated property of multiple discrete behaviours over time, and the result of this quality of "behaviour" is its expected value to the organisation. Hence, it is the managers' and employees' aggregate, multiple, discrete actions over time. Thus, improving "performance" depends on the leader-follower relational aspect in the work environment, leading to employee learning that positively impacts change (Wenger, 1998; Day, 2001; Gosling *et al.*, 2016). Accordingly, the latter dimensions, associated with constructs such as "learning", "change", or the complex understanding of "performance", are hardly seen in the context of the Jordanian four-star hotels' informants' awareness and would be part of this thesis suggested future recommendations. Therefore, these particular findings

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<sup>26</sup> Such as sales, revenues and occupancy rates

contrast with the above-mentioned authors' views about organisational performance and its implications.

Furthermore, the hotel's category, motivation, training, working atmosphere, leadership, strategies taken by the management regarding human resources and improvement, employee empowerment, responsiveness to customers and their satisfaction, and hotel occupancy, sales and revenues are all essential elements reflecting hotel performance. These elements are supported by the literature (Sun and Lu, 2005; Asree, Zain and Razali, 2010; Pereira-Moliner, Claver-Cortés and Molina-Azorín, 2010; Ongori, Iravo and Munene, 2013; Bresciani. and Vrontis, 2015; Suharno *et al.*, 2017; Ghebreorgis, 2018; Alfandi, 2020). Nonetheless, most of the previous components are not seen in the informants' views, by contrast with most of the above-mentioned authors' results. Hence, the participants' responses perceived organisational performance by only measuring elements such as sales, revenues, occupancy rates, customer satisfaction, and restricted empowerment. These elements reflected a limited contribution in investigating or planning for raising the hotel's level of performance. Besides, customer satisfaction recognition is observed to be linked only to customer comments, opinions, reviews and employee satisfaction. Hence, systematic and scientific evaluation and thus, measurement of customer satisfaction, are not seen in respondents' verbatim accounts and thereby, these results were not in accordance with authors such as Parasuraman *et al.*, (1988), Saadeh (2019) and Klokkenga (2020) who discovered and emphasised such actions in evaluation.

Furthermore, organisational performance measurements or assessments are compiled through customers', managers' and employees' opinions and guest comments, financial reports, online reviews and social media, employee turnover, managers' observations, KPIs, sales, and occupancy rates. Alternatively, the literature states that it is not enough to focus on financial reporting tools to measure a firm's performance. Any company needs to generate strategic

evaluation that can assess its performance, other than reports prepared by financial staff (Melia and Robinson, 2010). Moreover, the limited and non-systematic use of non-financial metrics in the hospitality sector, as seen in the participants' answers, lagging also in service quality indicators and accurate results of customer satisfaction, is associated with a primary focus on control, internal promotions, and increasing corporate ownership rather than strategy (Murray, 2018). As previously demonstrated, customer satisfaction was only reached in the studied hotels by customer opinions, comments or reviews, social media, relations with customers and employee and manager observations. Therefore, strategic, systematic, and scientific non-metric evaluations are not seen in the participants' perceptions and need to be assessed in the four-star hotels in Jordan to determine the significant link between leadership development practices and organisational performance. Once more, the said findings contrast what the literature states about employing systematic and scientific approaches to reveal the link between LDPs and OP (Parasuraman *et al.*, 1988; Melia and Robinson, 2010; Murray, 2018; Saadeh 2019; Klokkenga 2020).

Additionally, the perceived gaps captured in the interviewees' answers and the limited gap recognition methods reflect a very deep problem associated with Jordanian four-star hotels' operations and management and cause big issues in utilising the leadership development practices as found in the literature. It suggests the poor employment of these development practices, in both leadership and the profession, and the lack of recourses, financial and non-financial, to achieve higher performance. It is also obvious that strategic planning is not implemented. Besides, the gaps demonstrated in appendices 4 and 5 also indicate that informants who think that organisational culture is an enabler for PLDPs are not discerning its negative influence and therefore the need to change.

Therefore, the use of restrained leadership development practices for building professional ability and leader capacity, and the absence of a leadership development strategy

obstruct the development of the four-star hotels' performance in Jordan. Hence, the findings differ from the literature.

In comparison, the literature clearly states that leadership development practices are related to leadership development. These practices are embedded in the leadership development system of the organisation and intended for improvement. Some are related to performance management, and others are connected to corporate socialisation facilitation. Hence, many global corporations employ such practices to develop leadership and enhance organisational performance (Day, 2001; Day and Dragoni, 2015; Subramony *et al.*, 2018), thereby, contrasting with this study's findings. Furthermore, leader development focuses on improving leaders' individual ability through training and skills enhancement (Barling and Weber, 1996; Day, 2001), while leadership development incorporates relational systems to build commitment among leaders in practice (Wenger, 1998). It involves an integrated strategy that makes people understand how to relate to each other, organise their efforts, construct loyalty and build social networks (Day, 2001; Day and Dragoni, 2015; Subramony *et al.*, 2018). It is defined "as expanding the collective capacity of organisational members to engage effectively in leadership roles and processes" (McCauley, C., Young, 1993; Douglas and McCauley, 1999; Day, 2001). It engages in building the people's ability to acquire the knowledge of solving unpredicted problems (Dixon, 1993). However, this understanding is not found among the cases' participants. Instead, informants perceived leadership development as a mechanism for building leader and professional capabilities.

In this sense, owners and managers (i.e., leaders) in Jordanian four-star hotels should focus on these deeper aspects of research and other organisations' global experiences. A possible explanation for why such gaps exist<sup>27</sup>, as perceived by interviewees, is the Middle

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<sup>27</sup> Appendices 4 and 5

Eastern national culture which resists change and has an autocratic leadership style among owners, managers and employees (Metcalf, Mimouni and Elagar, 2011; Alexander, Nathan and Kendall, 2017). Besides, managers and employees believe that leadership qualities must be embedded in the personality and used only for promotions. Whereas authors, like Harrison (2018), found that leaders could be made by mentoring and continuous leadership training. Further, the staff's education and knowledge are limited; therefore, leadership development practices and strategies, as seen in the literature, were hardly seen within the participants' answers, thereby reflecting their limited awareness.

Accordingly, these findings help in understanding the gaps that obstruct advancement. Thus, the present thesis suggests a leadership development framework and measures to help owners and managers in Jordanian four-star hotels (chapter six) build leadership development practices and strategies for leadership success to enhance the hotels' performance.

Moreover, those findings are rather disappointing, and the literature does not support them. According to Day and Dragoni (2015) and Subramony *et al.*, (2018) "leadership development practices" is a concept that includes the intrapersonal and interpersonal dimensions of building human capital and social capital. On the intrapersonal level, factors considering building knowledge, skills and abilities (KSAs) are associated with trustworthiness, personal knowledge, self-awareness, self-motivation and self-regulation (Day, 2001). At the same time, the interpersonal level involves improving social relations, social awareness, and social skills that reflect building bonds, team orientation and conflict management (Day, 2001; Harrison 2018; Subramony *et al.*, 2018). Hence, the leadership development procedure is to apply practices that build and develop the human and social capital (Harrison 2018; Subramony *et al.*, 2018), not only the professional dimension, to influence the hotel's performance. Thus, the study's findings were not in line with the above-mentioned authors.

The third and fourth research questions explore how leaders and followers apprehend the enablers and challenges of existing leadership development practices in Jordanian four-star hotels and their influence on organisational performance, together with which LDPs are functioning in the selected hotels and if they are sufficient to meet the development requirement. These questions and their related findings are discussed according to the thesis's theoretical foundation, experiential learning and contemporary leadership styles perspectives examined in the literature. Therefore, following those views, the findings demonstrated that the current study derived specific practices utilised in professional development rather than leadership development. Moreover, they are used in primitive ways with minimal influence on development and performance. For example, managers' findings showed that coaching and mentoring were two practices they used to develop their followers' professional skills and abilities. These practices are supported by Day, 2001; however, they are not utilised significantly for leadership development, rather, they are used to enhance the subordinates' capacities and abilities in their work. This process has only a capacity development dimension, which limits the progressive and organisation-success planning. At the same time, coaching and mentoring could be measured through regression analysis and are positively correlated to employee performance and significantly affect it (Neupane, 2015). Hence, this evidence notably helps reveal their effect in the Jordanian four-star-hotel setting if they were used accordingly. Subsequently, the previous authors' results were not in line with the current study's findings.

Moreover, Day (2001) and Day and Haplin (2001) described the popular differentiated and integrated leader and leadership development practices. They showed that formal development, 360-degree feedback, executive coaching, job assignment, and mentoring are differentiated leadership development practices that help people enhance their self-awareness, self-regulation, and self-motivation. However, these domains were not the focal point of

existing leadership development practices in the context of the studied hotels and thereby not in line with the mentioned authors' findings. Firstly, 360-degree feedback was not detected among the Jordanian practices for advancement. Secondly, formal development practice was not identified either, other than occasionally. Thirdly, the other three practices<sup>28</sup> emphasise building underdeveloped under-educated followers' capacities. Challenges such as “obstacles to leadership development” derived from managers and “training obstacles in professional and leadership dimensions” extrapolated from employees obstruct the use of these practices for leadership development.

Moreover, Dotlich and Noel (1998) and Day and Haplin (2001) demonstrate that a practice such as action learning is differentiated and integrated because it is individual-based, builds self-knowledge skills and abilities, and relational-based, assists in understanding how to relate to others, coordinates their work, and builds trust and commitments among them. This practice is described as project-based learning directed at important business problems, which plays as a framework for socialisation, teamwork, and implementation strategy (Dotlich and Noel, 1998). In addition, organisations frequently use formal development as classroom-based learning and play as a shell for various practices. Its target is skill development, self-knowledge and leadership principles. Nonetheless, they regard it as a poor transfer learning and lacking on-the-job support. Hence, this suggests that it is more beneficial to complement the said practice with on-the-job training in the context of the work itself and according to the organisation's customisation (Day and Halpin, 2001; Day *et al.*, 2021).

However, the current study's findings were not in line with these authors' results. For example, formal training development for managers was barely observed in the managers' answers and was not noticed for employees' development either. Instead, only occasional external (out of the hotel) training, online training programs and face-to-face orientation were

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<sup>28</sup> executive coaching, job assignment, and mentoring



detected. As stated above, managers get their training from five-star hotels if they are hoteliers, or do not have the training or the experience if they come from outside the hotel sector. Therefore, the latter findings represent a gap in recruitment and an existing flaw in training and development.

Furthermore, the findings reflect using practices such as cooperation, team spirit and trust to build confidence, diligence and better performance among employees. According to Day, 2001 these are interpersonal practices with a social-relational dimension. However, development benefits in the context of the Jordanian four-star hotels differed from Day's study. They were employed to build manager-employee relations to push employees to work, respond to their superiors and 'walk the extra mile' while overcoming the challenges described above<sup>29</sup>. Therefore, they were not used for the leadership development dimension.

Additionally, managers' attempts to be harmonious with followers were part of their concern in overcoming difficulties in the studied hotels. These aspects were employed as part of the Jordanian culture and encouraged followers to 'walk the extra mile'. Thus, this dimension related to the transformational leadership theory is not in line with these findings, which describes the leaders' concern for the followers' needs and feelings as crucial for achievement and development (Bass, and Avolio, 1993; Bass and Riggio, 2006). Therefore, directing the leaders' organisational culture towards development is a significant requirement to advance the Jordanian four-star hotels sector and could be employed by utilising TFL theory in the workplace.

Moreover, the study identified additional practices utilised among managers to orient followers in their jobs. Such practices are leading by example, on-the-job training and empowerment. These practices are seen in the literature to transform followers into leaders and achieve leadership development (Bass and Riggio, 2006; Day and Haplin, 2001). For example,

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<sup>29</sup> Challenges within chapter four

on-the-job training is seen by Day (2001) and Day *et al.* (2021) as a complementary step to formal development courses. Bass and Riggio (2006) see empowerment as a step toward achieving leadership advancement and leading by example is a dimension described by the transformational leadership theory as leaders playing role models to encourage subordinates to follow their managers' footsteps (Bass, and Avolio, 1993; Bass and Riggio, 2006; Day *et al.*, 2021). However, according to the participants' perspectives, the study's findings showed that these methods are employed to build the employees' professional capacity through the lens of the managers' experiences. Hence, they were not in accordance with the previously mentioned authors' findings for leadership development.

Furthermore, employees' views about leadership development practices were primitive and limited. They included encouragement, empowerment, giving responsibilities and roles, guidance, coaching, leading by example and empowerment. It is also noticed from the employees' answers that decision-making, collaboration promoting team spirit, occasional self-training, and family-type relationships are all practices that develop them in their jobs. Much like managers' views, these methods revealed by employees are seen in the context of followers' professional capacity building rather than building leadership ability, although to a certain degree, they are used to develop employees' leadership abilities to position them in a higher job to fill the managerial, structural gaps.

Respondents also focused on experience as the main enabler in developing staff skills and abilities. However, learning through experience would be effectively implemented if learners could involve themselves fully, openly and without bias in new experiences and be able to reflect on and observe their experiences from many perspectives. Moreover, learners should be able to generate ideas that integrate their observations into sound theories and utilise these theories to make decisions and solve issues (Kolb, 1984). These capacities were not found among followers in the context of the studied hotels. Instead, it was noted that employees

holding “basic education” with “minimum training and knowledge” build their abilities from experience as a main factor, thereby limiting their development. Besides, learning by “experience” does not present leadership development, as the literature suggests; rather, it indicates professional capacity building. Therefore, these findings also contrasted with what has been discovered by literature about the role and implications of the experience factor (Kolb, 1984; Mathibe, 2007; Frumence *et al.*, 2013; Day *et al.*, 2021).

It is also observed, unlike in the literature, that managers and employees revealed their beliefs about leadership qualities needing to be previously built into the personality by up to sixty per cent, as one manager stated. However, literature indicates that followers can be transformed into leaders through the employment of popular leadership development practices and leadership training (Day, 2001; Day and Haplin, 2001; Harrison, 2018), and through utilising steps such as coaching, mentoring, empowering, training, developing, supporting, adapting and managing diverse groups of followers (Bass and Riggio, 2006). Nonetheless, according to the studied cases, these practices were not used for such purposes.

The final popular practice is networking. It has a social capital dimension and is an integrated leadership development practice because it connects people to others in different functions and areas (Day, 2001). Thus, according to the study’s findings, networking is seen through practices such as building family-type relations, promoting team spirit, building trust and morning briefs. However, it has not been detected to be utilised for leadership development; rather, it has been identified for capacity-building usage, contrasting with the literature in this domain.

To conclude, this research revealed the poor employment of leadership development practices in the Jordanian four-star studied hotels in “leadership development” as described in the literature. It also revealed the substantial challenges that hinder development. Therefore, the framework and the measures, described in the sixth chapter, would represent an attempt to

change the course of development among the studied hotels and be a transferable contribution within this sector and other sectors.

### **5.3 Conclusion**

As seen from this chapter, compared with what has been addressed by the literature, participants showed a poor understanding of the leadership concepts, and the practices that exist among the case hotels are utilised for uncomplex purposes and for building primitive professional capacities only. Moreover, the elements used to perceive hotel performance do not reflect a thorough understanding of organisational performance and they demonstrate a very limited association with learning and change concepts and rigorous apprehension of performance.

Furthermore, systematic and scientific measurements are not shown in the participants' answers and hence performance gaps are only recognised by sales, revenues, occupancy rates and improvisational customers' and staff reporting, which were demonstrated in the interviewees' answers in connection with performance evaluation. Accordingly, these gaps could be explained by Middle Eastern culture that resists change and is characterised by an autocratic style (Metcalf *et al.*, 2011).

In addition, the leadership development practices, found in leadership development theory, are hardly observed in the participants' answers regarding utilisation in leadership progress. Hence, they were only utilised to enhance professional subordinates' abilities. It is also noticed that employees holding "basic education" with "minimum training and knowledge" build their abilities from experience as a main factor, thereby limiting their development. As a result, the thesis divulged the primitive and unreliable utilisations of LDPs described by literature in leadership advancement within the studied hotels.

Subsequently, in the next chapter, the researcher designed a framework which puts forward a practical system of ideas used for planning to overcome the issues identified by the

thesis' results. This framework depended on the findings chapter, and this chapter (5), which discusses the comparison implications between the thesis' empirical findings and the literature. It also proposes a course of action to implement and achieve a set of solutions for the above-mentioned issues in the form of measures.

# **6 Suggestive Framework and Measures, Limitations and Future Research**

## **6.1 Introduction**

This chapter presents a suggestive framework and measures depending on the findings in chapter four and from the literature. It consists of components presented in a systematic structure that would enable Jordanian four-star hotels to develop their leadership development practices and serves as an insight that managers and employees could adopt to improve their influence on organisational performance. However, that adoption should be aligned with context-specific underlying operational and functional situations in these hotels.

## **6.2 Framework**

The study contributes to understanding the major elements that hinder leadership advancement and development, thereby affecting the organisational performance within Jordanian four-star hotels. Based on empirical findings, comprehensive measures are developed in the form of interventions that foster the organisational commitment to people, process, policies and culture.

Therefore, considering the above, the present thesis suggests a framework and measures that ensure organisational commitment toward exercising leadership development practices, and leadership development, along with service knowledge.

Firstly, figure 1 shows the observed status quo for Jordanian four-star hotels and suggested shifts. Secondly, figure 2 demonstrates the leadership development framework, after which the proposed measures are described.

**Figure 1**

Jordan 4-star Hotels Observed Status Quo and Suggested Shifts

|                              | <b>Observed Criteria</b>                              | <b>Existing</b>                         | <b>Suggested Future</b>                    |
|------------------------------|---|---|--|
| Organisational Level/Context | Strategic Focus                                       | Narrow more profit-centric              | Wider and development centric              |
|                              | Vision  | More customer focus                     | Employee and customer both                 |
|                              | Learning  | Need-based, unplanned                   | Planned, proactive and strategic           |
| Process Level                | Training and development                              | Performance and experience orientations | Development and growth orientations        |
|                              | Employee selection and leadership position perception | More charismatic personality based      | More participative and process-driven      |
|                              | Employee data gathering and management                | Negligible                              | More system-driven and development centric |
| Individual Level             | Awareness and career planning                         | Situational                             | Strategic.                                 |

**Figure 2**  
**Leadership Development Framework for Jordan 4-star Hotels.**

- Continuous Professional Development is needed through individual assessment and reflection on their self-esteems, confidence and career planning.
  - Experience-based learning is linked to development by creating roles and event base allocations
- Creating awareness programs on leadership skills, attitudes and behaviours through formal LDPs and off-the-job rotation or event-based allocations.
- Mainly focusing on the shift from autocratic, transactional leadership to transformational and authentic leadership styles. More reflective training so employees could realise the odds of current styles and lead towards the growth-centric mindset.





As demonstrated in figure 1, the existing status quo results from system and policy malfunctions, misconceptions, under-qualified staff and cultural barriers. The existing situation reflects the gaps revealed by exploring enablers and challenges faced by the informants. Other gaps were unravelled from probing contextual investigation. Those gaps are shown in appendices 4 and 5. Nonetheless, the figure reflects those gaps while it gives constructive suggestions to help direct stakeholders toward leadership development. Figure 2 displays the framework, demonstrating the required interventions to change the current condition. Generally, it starts with establishing evaluation centers to gather data and assess knowledge, skills, performance, development and future needs. Then awareness programs on development, strategies, culture, learning and time management are developed to help change the mindsets. Then the framework moves to development initiatives related to experiential learning, leadership behaviours, knowledge sharing (transparency) and development policies. Finally, the framework proceeds to reflection, identifying the gaps and planning. Below are the measures that discuss the thesis's detailed recommendations.

### **6.3 Measures**

As previously stated, measures are presented in “Organisational Interventions”, under which fall the establishment of assessment centres, cultural-awareness programs, development initiatives, and planning.

The aim of establishing assessment centres, and cultural-awareness programs is to change stakeholders'<sup>30</sup> mindsets and generate a cultural change in the organisation. Hence, for example, if it is recommended to promote evaluation systems, learning, development and growth, as shown from

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<sup>30</sup> Owners, managers and employees.

the findings, then it would be advisable to start with a status quo data-based evaluation (SQDBE) and awareness programs (AP) concerning those issues, after which planning, process policy and individual interventions would take place.

Therefore, the scheme here starts with (SQDBE and AP), which are directed at all stakeholders. First, establishing assessment and evaluation centres helps to gather specific data about a current situation, thereby forming precise information about organisational and personnel performance and future needs. This new information can then be utilised in program intervention designs.

Second, it has been discovered that education level and knowledge acquisition influence cognitive and affective capabilities growth rate; hence, improving staff's perceived personal growth and increasing self-efficacy and job satisfaction (Lan *et al.*, 2021). Accordingly, awareness programs of the need for staff's higher education, then implementing them through policies such as education programs or higher education job recruitment, ultimately increase those elements. The latter would increase leadership performance in the hotels and, thereby, OP.

Moreover, the focus of the study is leadership development. Therefore, as misconceptions about leadership constructs are found within the informants' verbatim accounts, and according to the literature discussed in the thesis (chapters 2 and 4), it is advised that LD, LDPs, TFL, AL and EL<sup>31</sup> awareness and knowledge programs should be established. These programs are to enhance the organisational culture (OC) toward a change in LD concepts, the employment of practices in LD, the utilisation of TFL and AL styles in the leadership process and the usage of experience in progressive techniques rather than using it as a development enabler for underqualified personnel. Accordingly,

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<sup>31</sup> EL: Experiential Learning

adopting such APs within those domains is advised, to change the stakeholders' mindsets and eventually contribute to policy changes regarding these matters.

Moreover, establishing training policies for all stakeholders in these domains<sup>32</sup> is recommended to follow the previous process. The study also encourages changing the selection and recruitment procedures toward building criteria that include the minimum required education levels, job descriptions and English language requirements to match the newly required culture. Besides, it is suggested that managers and employees take the initiative to build their knowledge in TFL, AL and the English Language on the individual level.

Third, APs are mostly needed in the area of leading change. As the findings revealed that the culture resists change in most cases, interventions should raise the awareness of the need for organisational culture change towards applying LD, LDPs, EL and leadership styles. However, changing the culture is challenging, and there is no “one size fits all” recipe for culture replacement (Johnson *et al.*, 2016). Therefore, it is recommended to build awareness interventions which provide evidence for the need for change through data, successful change strategies, and strategies for embedding the culture replacement into the business (Lewin, 1951; Johnson *et al.*, 2016). However, “culture eats strategy for breakfast”, as Peter Drucker quoted, that is, if a strong organisational culture does not support strategy, it would be hard to implement it (The Management Centre, 2016). Therefore, a powerful and empowering culture would be significant to achieve organisational success (Ross, 2016). Accordingly, what is needed here, are awareness programs that build a different culture that supports constructing a computerised data system that could be used in verifying the needs and establishing strategies that support the leadership development process in the abovementioned

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<sup>32</sup> That is to move from awareness programs to development interventions in those domains.

domains. The said data system is to be built from managers and employee surveys that are used as evidence of the need to change and highlight unwanted behaviours, thereby building the intervention programs accordingly. Furthermore, in this situation, continuous teachings and information seminars highlighting the significance of new behaviours, dependent on the data gathered from the previously discussed data system, are required to increase knowledge and sustainable culture change (Johnson *et al.*, 2016).

Thus, it is significant to indicate here that the change and progress in behaviours could depend on, and would be employed through, differentiated LDPs on the individual level (IL) or human capital (HC) and integrated LDPs on the team level (TL) or social capital (SC). On the (IL) (intrapersonal), differentiated LDPs emphasise helping people build their capacity to lead their operations, which has returns on organisational performance. In comparison, (TL) (interpersonal) requires the employment of integrated LDPs, which develop extended social networks, commitments and coordination that contribute to organisational performance (Day, 2001; Subramony *et al.*, 2018). Table (1)<sup>33</sup> shows these practices. Hence these practices could be taught in APs (as a change toward LDPs' use culture) and then learned by stakeholders to be part of future strategies for enhancing the leadership development process.

Consequently, **360 degrees** (IL) is a practice needed to capture the variety of behaviours and perspectives that rate the staff's ability and knowledge in leadership. Hence, it is recommended to be used in personnel evaluations. **Executive coaching** (IL) involves one-to-one learning and behavioural change. It aims to improve personal performance and satisfaction, enhancing the hotel's effectiveness. Thus, this practice must be utilised to build the leadership's human capital among personnel. It also

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<sup>33</sup> Page 32

requires appropriate trainers. **Mentoring** (IL) is a developmental relationship involving programs directed toward on-the-job experiences to develop leadership, which is, focusing on leadership progress. Thus, these two practices could be utilised in the hotels' LD. **Networking** (TL) is a practice that develops the social capital dimension; to be specific, it involves not only the “what” and the “how” questions but rather the “who” question in terms of problem-solving resources and breaking down barriers regarding development activities. **Job assignment** (IL) is a practice that involves experience. Experience in leadership development should be focused on building the leadership capacity and depends on proper programs that employ the leadership aspect. Therefore development through job experience is related to how staff learns to achieve personal change and obtain leadership capacity through tasks assigned (McCauley and Brutus, 1998; Day, 2001). Moreover, it is advised that managers use those practices to build their employees' LD human and social capital dimensions on the individual level.

**Action learning** (IL and TL) is a practice that expands from **formal training** (IL), which involves courses and traditional classes. Consequently, while leadership development programs through lectures and classrooms are crucial in the context of Jordanian four-star hotels, they must be followed with action learning practice to be effective (Dotlich and Noel, 1998). The latter practice is described as a continuous process of learning and reflection supported by managers and colleagues and focuses on finishing the job (Day, 2001). A further description and utilisation of this practice are illustrated below.

Given the above, awareness of previous practices could be utilised in building training courses and strategies that reinforce leadership development. Moreover, those practices, demonstrated in the literature, are not observed to be used accordingly in the cases' leadership development process. Thus,

they are essential in building the Jordanian four-star hotels' leadership dimension on individual and team levels, thereby influencing hotels' performance.

Fourth, awareness interventions of investing for development, including leadership, should be emphasised for all stakeholders (Hashem *et al.*, 2020). Hence, to avoid the endless loop of poor training, development and planning in leadership, which lead to dissatisfied customers and employees reflecting on the hotels' performance, investment in training and the HR departments for developing their strategies in leadership should be focused on (Gröschl, 2004; Lan *et al.*, 2021). Leaders who keep learning from development programs would be the organisations' ultimate source of sustainable growth. Therefore, having this mindset, made firms like General Electric invest in leadership development programs (Fulmer *et al.*, 2000). Moreover, the USA spending estimate on managers to develop their thoughts and company-specific skills, enabling them to lead their firms better, was \$17b in 1993. This number increased to \$60.7b in 1998 (Fulmer *et al.*, 2000). Likewise, it grew to \$166b in 2019 (Westfall, 2019). Although these numbers reflect the spending on leadership development in the USA, it is rather the “investment” element that this thesis emphasises, demonstrating its significance in leadership development. Thus, the fourth requirement of the measures is to change, specifically, the owners' mindsets through APs that focus on crucial investments in LD interventions and eventually translates them to sustainable strategies and policies for their application.

Fifth, according to the literature, awareness programs for systematic and scientific<sup>34</sup> approaches are emphasised, as they are connected to providing high-quality service (non-metric performance measurement) and developing leadership in the hotel industry, which reflects on organisational performance. Hence, to measure the quality of service or the “hotel performance”

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<sup>34</sup> Systematic is according to fixed plans and methodical; that is to be structured in the hotel's system. Scientific is according to SERVQUAL method.

through non-metric techniques, requires a higher understanding from the hotel's personnel and acceptance by the management to scientific and systematic measures to unravel the real performance. For example, determining customer standards and satisfaction could utilise the SREVQUAL method to uncover the guests' expectations and the staff's perceptions throughout the hotel. With this technique, managers could grasp a clearer picture of the quality of service (Klokkenga, 2020). SREVQUAL method depends on tangibility, that is, the appearance of physical facilities, personnel and communication, reliability, which is the ability to perform the promised service, responsiveness, that is, willingness to help customers, assurance, which is the employees' knowledge to convey trust and empathy, which is the individualised attention of the firm toward its customers. These dimensions are measured through questionnaires and in-app surveys (Parasuraman, Zeithaml and Berry, 1988; Saadeh, 2019; Klokkenga, 2020).

Consequently, the thesis recommends conducting APs for all stakeholders to shift their thinking toward scientific methods (SERVQUAL) in investigating their organisation performance. Further, it urges utilisation of this scientific method in order to recognise, with precision, the hotel's conduct. It also advises establishing a data-gathering system and conducting regular research to employ the previous method through policy interventions and strategy changes to reach precise measurements and make rational decisions accordingly. Besides, the SERVQUAL method could also be used for personnel evaluations through questionnaire designs (Parasuraman, Zeithaml and Berry, 1988; Ramseook-Munhurrin *et al.*, 2010). Hence, this method's utilisation outcome would enhance the leadership development process through proper evaluation of OP and the service climate effect on leaders' development (Ling, Lin and Wu, 2016).

Sixth, evaluating LD and LDPs programs is crucial in the development process (Lan *et al.*, 2021). Since program evaluation is missing according to the findings, it is recommended this should

be adopted. Hence, assessment is advised to be based on social and adult learning theories (Black and Earnest, 2009). Social learning theory (SLT) asserts that individuals must exhibit behaviours that strengthen the self, ability and role performance (Bandura, 1986). In comparison, adult learning theory states that adults use a problem-solving approach to their pursuit of knowledge and need to be informed by the cause and value of their learning to be involved in it (Knowles, 1984; Caffarella and Daffron, 2013). Therefore, program participants must demonstrate actions indicating growing abilities in role performance, group activities and increased views of reality that discern cultural differences (Bandura, 1986; Black and Earnest, 2009). They also must be enlightened about the cause and the value of their knowledge acquisition before participating in the leadership development programs.

Accordingly, the thesis recommends that stakeholders be informed of the value, the causes and the possibility of enhancing the self, abilities and role performance through LD and LDPs programs by conducting awareness and policy interventions. Then, conducting program evaluation, which depends on the preceding measures related to (SLT) and (ALT). This procedure could be done by questionnaires, which tackle those measures and are introduced to the program participants after attending the courses, after which the findings are analysed.

Seventh, awareness interventions are suggested in the area of service. Since continuous training is crucial for service quality improvement (Lan *et al.*, 2021), four-star hotels need to be transformed into service-driven, customer-driven, and employee-satisfaction-driven instead of income and money-driven entities, as participants' verbatims indicated. Thus, these approaches would influence sustainable finance and resilience, thereby positively impacting the challenges addressed by informants related to low-hotel income, low salaries, turnover and the cost of training programs demonstrated in the findings.



Training progress which reflects in learning and development dimensions, results in personal growth and psychological development. Moreover, service knowledge would increase while self-efficacy and job satisfaction are enhanced (Lan *et al.*, 2021). Accordingly, and in the context of the findings, continuous training in LD, LDPs, TFL, AL, EL and service knowledge would result in personal growth and psychological development, thereby influencing staff's self-confidence, self-esteem as well as leadership development (Lan *et al.*, 2021). Moreover, increased service knowledge would gradually transform into service-driven and customer-driven operations. Besides, growing self-efficacy and job satisfaction could positively influence labour turnover (Tarigan, Widjaja and Devie, 2011; Lai and Chen, 2012; Okechukwu and Onyebuchi, 2019; Hashem *et al.*, 2020).

In addition, employees' job satisfaction and increased service and leadership knowledge would lead to financial sustainability because those elements would raise customer satisfaction and service quality, thereby increasing repeat customers and income growth (Tarigan, Widjaja and Devie, 2011).

Furthermore, it was found that when a firm's management or leadership steers employees' interests towards a certain idea in the workplace, such as service quality within all levels of followers, the service culture and the service quality are influenced in a way that better defines the firm's market share and acceptance of its market brand (Hashem *et al.*, 2020). Thus, it positively affects its income.

Therefore, the thesis suggests building awareness programs for all stakeholders to show the significance of leadership and training influences on the hotels' service culture by investing in such programs to construct a service-driven and customer-driven culture among the hotels' personnel. It also encourages to conduct APs that direct the organisation's strategies toward the importance of continuous training in the abovementioned domains to promote self-efficacy, service knowledge, and job satisfaction, thereby positively influencing the hotel income, low salaries and turnover challenges found by this study.

Moreover, the thesis urges generating strategies and policies for continuous training for all stakeholders in the said areas due to its positive effect on overall hotel performance. Besides, it urges employees to attend such programs on the individual level, on and off the job, to learn how to change their attitudes, and to build self-esteem and self-confidence. It also advises managers to encourage their employees to implement these recommendations so they do not feel neglected regarding workplace programs. It also advises establishing and aligning new policies with the required abovementioned measures.

Eighth, it was revealed from the thesis's findings that the main enabler of personnel development was the experience construct. Employees value themselves through experience. Managers value their employees and themselves through experience, and employees value their managers through experience. However, although experience is an important component of development (Kolb, 1984), the current research detected that recruitment leans towards unqualified, undereducated personnel who build their capacities through experience, thereby limiting the potential of the overall hotel performance. It was also found that those employees hold basic education, which also limits their potential. Thus, any development would be flawed if it depended only on experience (Mathibe, 2007; Day and Dragoni, 2015; Frumence, 2013; Day *et al.*, 2021).

Therefore, the current thesis suggests diversifying the sources of personnel development. First, as mentioned above, it suggests using other methods, such as continuous training in the mentioned domains, for the reasons explained earlier. Second, it suggests restricting selection and recruitment to include minimum education requirements, defining job descriptions for every hotel profession, being directed to the specialised workforce and requiring knowledge of the English language (Kapur, 2018), these elements being a foundation before experiential learning. Third, it

advises using the “Action Learning” method for the benefits it could provide in the context of the Jordanian four-star hotels.

Action learning (AL) with a trained coach is a cost-effective and time-saving strategy to teach and develop leaders and staff within the leadership development process. In this way, people learn while working (Volz-Peacock, Carson and Marquardt, 2016). Accordingly, AL works on real problems for the participants' learning goals and organisational solutions (Cowan, 2014). Therefore, these components distinguish AL from experiential and role-playing activities, as seen in the thesis findings. Besides, AL is a continuous process of learning and reflection and can be labelled in six dimensions: a task, a group of eight, a questioning and reflection process, development of strategies, a commitment of three levels of learning<sup>35</sup> and an expert facilitator (Marquardt, 2011). Thus, establishing policies supporting this method for learning and development in leadership is a favourable recommendation for stakeholders.

Ninth, the thesis recommends conducting awareness programs to boost the trust among the employees and the manager-employee relationships. Trust begins with a sound recruitment policy that depends on the proper selection of personnel matched with the jobs they have to fulfil (Kapur, 2018; Gara and La Porte, 2020). Moreover, it impacts individual and group communication and becomes the link of union and the development of workers, thereby influencing the overall organisational behaviour (Langton *et al.*, 2014; Gara and La Porte, 2020).

Therefore, it is suggested to conduct APs for all stakeholders to discuss the significance of the trust construct in the organisation. Moreover, as building trust requires an internal managerial, personal and functional communication strategy, it is recommended to establish a hiring strategy or a

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<sup>35</sup> individual/leader, team, and organizational

plan that supports building trust among staff and ties all the above mentioned elements within the HR department to reduce the communication vulnerabilities observed in the studied cases (Gara and La Porte, 2020). Besides, it advises managers and employees to attend awareness programs that discuss the trust construct and plan to build this trust among their colleagues.

Tenth, due to the miscommunication and negative attitude that was seen in the participants' quotations about the government's contribution to the four-star hotel sector's development, the thesis recommends establishing strategies in opening discussions, through the Jordanian Hotel Association, with the intended government body, which would influence changing the government neglect of the sector. Besides, it encourages addressing the Jordan Hotel Association to participate in the sector by establishing continuous training from experts in all leadership and service knowledge domains and establishing funding institutions to finance the required interventions.

Eleventh, the thesis findings revealed the lack of time element within the informants' quotations, which acts as an obstructive factor to their involvement in training and leadership development courses. Furthermore, it is well known that time management is a scientific approach that provides effective practices in saving time to achieve organisational goals effectively (Eshaghieh and Eslami, 2015). Therefore, the thesis suggests conducting intervention programs in the area of time management because time was a hindering element for attending training programs in LD and the profession, according to the participants. Hence, this element could be managed to facilitate attending programs through HR department management. Accordingly, awareness programs and strategies are advised to be implemented in this area.

Twelfth, the thesis also suggests generating policies to support personnel careers and providing them with prospects. This process could be achieved by raising salaries because, in

developing countries with destabilised economies and high unemployment<sup>36</sup> rates, pay has a significant influence on employee job satisfaction (Malik, Danish and Munir, 2012).

Moreover, education, skills, networks, and career paths are all components of personnel career development (Shaito, 2019). Therefore, organisations should be concerned about those aspects related to employees' career paths as it affects their job satisfaction, thereby impacting other dimensions, as discussed earlier. However, employees must also take the initiative to build their future profession because it is a result of matching the individual's goal with the organisational one (Shaito, 2019). Hence, it is recommended to establish policies within the above areas. Furthermore, managers and employees should take the initiative to boost their careers on the individual level.

Thirteenth, it is recommended that managers and employees develop themselves on the individual and organisational levels in the area of group interaction and teamwork because participants' answers included some misconceptions about the role of those constructs in the organisation. Hence, attending courses and learning such knowledge and methods would enhance their interactions in the workplace, thereby positively affecting the organisation's performance. To illustrate, in a group, members must <sup>1</sup>participate, <sup>2</sup>speak, <sup>3</sup>listen and <sup>4</sup>respond. Accordingly, groups should contain fewer than eight members to avoid domination and passiveness, and to get the best out of the group. Moreover, within the organisation, groups should be able to solve problems. Effective problem-solving within a group depends on interpersonal communication, which depends on the abovementioned four elements and the group problem-solving pattern. In addition, groups in the organisation form teamwork and leaders. A “team” is a group within a firm dedicated to solving a problem or producing, whereas “work” is allocating skills, talents, experience and education within

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<sup>36</sup> Unemployment in Jordan stood at 23.3% in Q4-2021, youth unemployment reached nearly 50% (WorldBank, 2021).

the firm's activities in an integral manner. Thus, each member is expected to contribute, depending on responsibilities and commitments. Finally, group leaders are the ones who are appointed, elected or emerged to this role within the group (McLean, 2018). Accordingly, it is recommended to establish APs within this area at the organisational level. Besides, managers and employees are advised to attend and participate in more APs related to the group and teamwork constructs, along with TFL and AI, at the individual level, to learn and establish better interaction.

#### **6.4 Research Limitations**

This research has provided an original contribution to knowledge regarding the Jordanian leadership development practices' essence, the enablers and challenges. It also showed the non-developmental factors of the Jordanian four-star hotels' leadership and organisational performance.

However, the study has a limitation in measuring the quantitative impact of the current leadership development practices on organisational performance within the sector's context. Additionally, the thesis was done through sixteen interviews for data collection because, although the researcher intended to add more interviews, most four-star hotels were reluctant to participate in this research since they do not support such activities due to cultural barriers, which added a second limitation. Moreover, the study tried to reach most of the four-star hotel population, which consisted of 35 hotels; however, due to their closure (Covid-19) or refusal to participate, it ended up with four cases comprising sixteen interviews. Accordingly, a concern about this limitation guided the researcher to further investigate this problem. Thus, it was found, as stated in the methodology section, and according to Guest *et al*, 2006, that saturation point could be reached within the first twelve interviews, whereas, sixteen interviews were conducted. Additionally, Stake, 2006, argues that the cases explored should not be less than four cases in a multiple-case-study. Hence, the latter proposed

argument was achieved by the thesis. Besides, the findings indicated that a saturation point was reached as there were no significant gaps among the cases' results. Therefore, the thesis overcame this limitation, despite all of the circumstances that it faced in appointing the samples and achieving the interviews.

## **6.5 Future Research**

Several managers and employees who had their training and experience in the Jordanian five-star hotels expressed their views on four stars by comparing four-star hotels with five-star hotels. Therefore, due to their comparative perspectives, the thesis urges that a comparative study be undertaken of existing leadership development and leadership development practices between the Jordanian four-star and five-star hotels, between three-star and four-star hotels and between three-star and five-star, separately, and then combined. It also urges that such studies should be conducted within the region. Hence this research could be conducted in Egypt, Cyprus, Lebanon, UAE and other gulf countries within the same sectors to enrich the literature with the Middle East empirical experience in the hospitality industry. These future studies would add to knowledge and contrasting aspects among the sectors in Jordan and the region.

Furthermore, the current investigation was carried out on four-star hotels, and the results indicated that the findings matched the predicted propositions. Hence, according to Yin, 2018, lessons learned from the study can be transferred to other contexts in the sector (and other sectors) because a pattern-matching procedure examined the pre-post patterns, here, the predicted propositions with the findings; thus, it showed a match of proposition one and proposition two (see appendix 2) with the data discovered (chapter four). However, there is a need to expand the research to include the industry,

explore its leadership development practices, and see whether they converge with the current research's findings.

Moreover, the thesis encourages the conduct of future quantitative research to test several aspects within the key findings. As qualitative studies develop hypotheses within the findings, the quantitative investigations test those hypotheses, or key findings, in this thesis case (Saunders *et al.*, 2019). Accordingly, quantitative studies could be developed from the propositions and the key findings of the thesis. For example, as the thesis propositions matched the empirical findings, those propositions could be tested quantitatively within the sector to measure them and ensure their existence. Furthermore, key findings such as “poor understanding and limited capacity” among employees could also be tested.

In addition, the relationship between the organisational culture and the leadership development within the Jordanian hospitality industry could be explored and tested qualitatively and quantitatively. Besides, regression analysis could be done to test the relationship between leadership development as a dependant variable and staff shortages, low salaries and low hotel income as independent variables. Regression analysis could also be done to measure coaching and mentoring and their relationship with employee or organisational performance in the Jordanian hotels (Neupane, 2015). Other regression studies could be done to test the interrelations of the different findings.

## **6.6 Implications and Contribution**

The thesis findings on LDPs' challenges and poor enablers revealed the factors that minimise organisational performance in the sector. It also showed the non-developmental causes of the Jordanian four-star hotels' performance and contributed in a tailored framework and measures for



those hotels. As mentioned before, the framework and those measures could be employed in more than one sector within the Jordanian economy. Therefore, these findings and the solutions suggested by the thesis will be disseminated through publishing a book that describes the research and its implications, seminars, taught classes and published articles related to this research.

Moreover, the thesis makes a significant contribution in the form of a framework and the measures that could be employed not only within the four-star Jordanian hotels, but also those with three-stars, five-stars and other hospitality sectors, as solutions to enhance the leadership development process and organisation performance advancement. Besides, it showed the specific findings of the sector and revealed the non-progression factors obstructing leadership and performance development, which also could be reflected in other sectors.

## **6.7 Conclusion**

To conclude, despite the limitations described above, the current thesis offered a significant contribution for the body of knowledge in empirical evidence, and within the Jordanian and regional hospitality industry. Therefore, the thesis findings, framework and measures will benefit the industry to overcome the problem stated in the beginning of this thesis and will be the base for multiple future research that would enrich knowledge within this domain in Jordan and the Middle East.

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# Appendix 1

List of four-star Jordanian hotels from the Jordanian Hotel Association sent by email

| Amman          |                           |            |           |                       |             |  |
|----------------|---------------------------|------------|-----------|-----------------------|-------------|--|
| **Four Stars** |                           |            |           |                       |             |  |
| ID             | Hotel Name                | Tel        | Fax       | General Manager       | Total Rooms |  |
| 1992           | Al Qasr Metropole Hotel   | 065689671  | 065689673 | Essam Fakher Aldein   | 97          | alqasr@alqasrmetropole.com               |
| 2009           | Al-Thuraya Hotal Amman    | 065677228  | 065677226 | Ahmad Sofan           | 45          | info@althurayahotel.com                  |
| 1985           | Amman Airport Hotel       | 064451000  | 064451029 | Azzam Abuyasin        | 304         | reservation@ammanairporthotel.com        |
| 1980           | Amman International Hotel | 065341712  | 065341714 | Tareef Altabaa        | 84          | info@amman-international.com             |
| 1999           | Amman West Hotel          | 064657615  | 064657581 | Mazen Qousos          | 51          | info@ammanwesthotel.com                  |
| 1997           | Arena Space Hotel         | 065515550  | 065539802 | firas albashir        | 148         | res@arenaspacehotel.com                  |
| 2011           | Ayass Hotel Suites        | 065548961  | 065548960 | Mazen Ayas            | 98          | info@alrakaaz.com                        |
| 1991           | Century Park              | 065680090  | 065605688 | Vatché Yergatian      | 55          | fo2@jhtec.edu.jo                         |
| 2015           | City Rose Hotel Suties    | 065656565  | 065656561 | raeda hammad          | 65          | info@cityrosejo.com                      |
| 2014           | Corp Hotel                | 065686666  | 065663962 | ahmad ebdah           | 108         | reservations.corpamman@hnhhotelgroup.com |
| 2000           | Days Inn Hotel            | 065519011  | 065517077 | Shadi Alkhatib        | 180         | reservation@daysinn.com.jo               |
| 1996           | Geneva Hotel              | 065858100  | 065858111 | Hisham Hamdan         | 121         | reservation@genevahotel-amman.com        |
| 2018           | Gerasa Hotel              | 065300666  | 065300667 | Ibrahim Shahadeh      | 100         | reservation@gerasahotel.com              |
| 1980           | Grand Palace Hotel        | 065691131  | 065695143 | Firas Sawallha        | 137         | reserve@theregencyhotel.com              |
| 2016           | Harir Palace Hotel        | 0797740001 |           | Mohammad aljwari      | 113         | reservation@harirpalacehotel.com         |
| 2014           | Jad Hotel Suites          | 065539292  | 065531888 | Maen Mala Hawash      | 59          | info@jadhs.com                           |
| 2005           | Le Vendome Hotel          | 065200300  | 065200310 | Ali AlGhalayini       | 92          | reservation@levendome-hotel.com          |
| 1978           | Mena Tyche Hotel          | 065607114  | 065664103 | raed aldahleh         | 207         | reservation@menatychehotel.com           |
| 2017           | Olive Tree Hotel          | 065900060  | 065900070 | Raed Abu alSoud       | 117         | reservation@olivetreeramman.com          |
| 2002           | Sadeen Amman Hotel        | 065514733  | 065525762 | fares faraj           | 101         | reservation@sadeenhotel.com              |
| 2016           | Seven Roses Hotel         | 065814214  | 065815214 | Mohammad Ahil         | 56          | reservation@sevenroseshoel.com           |
| 1978           | The San Rock Hotel Amman  | 062003000  | 065513800 | Osama AL Dabbas       | 106         | reservation@THESANROCK.COM               |
| 1980           | The Regency Palace Hotel  | 065607000  | 065660013 | Firas Sawalha         | 257         | resve@theregencyhotel.com                |
| 2010           | Zamzam Towers Hotel       | 065332000  | 065377024 | Nooraldein Abu khalaf | 47          | sales@zamzamtowershotel.com              |
| <b>Total</b>   |                           | <b>24</b>  |           | <b>Total</b>          | <b>2748</b> |  |

| Dead Sea   |                     |           |           |                      |             |                              |   |    |  |
|------------|---------------------|-----------|-----------|----------------------|-------------|------------------------------|---|----|--|
| Four Stars |                     |           |           |                      |             |                              |   |    |  |
| ID         | Hotel Name          | Tel       | Fax       | General Manager      | Total Rooms | E-mail                       |   |    |  |
| 1991       | Dead Sea Spa Hotel  | 053561000 | 053561012 | Mahmoud Saleh        | 261         | reservation@dsshjo           | 1 |    |  |
| 2017       | GRAND EAST HOTEL    | 055005500 | 055005505 | Abed Alfatah Albargh | 198         | INFO@GRANDEASTHOTEL.COM      | 2 |    |  |
| 2013       | Winter Valley Hotel | 053495000 | 053495001 | beat peter           | 161         | Info@ramadaresortdeadsea.com | 3 | 26 |  |
| Total      |                     | 3         |           | Total                | 620         |                              |   |    |  |

| Petra          |                      |           |           |                     |             |                         |   |    |  |
|----------------|----------------------|-----------|-----------|---------------------|-------------|-------------------------|---|----|--|
| **Four Stars** |                      |           |           |                     |             |                         |   |    |  |
| ID             | Hotel Name           | Tel       | Fax       | General Manager     | Total Rooms | E-mail                  |   |    |  |
| 1998           | Petra Panorama Hotel | 032157393 | 032157389 | Muhannad Kawar      | 157         | info@petrapanorama.com  | 1 |    |  |
| 1999           | petra moon hotel     | 032156220 | 032159220 | Sameer Al - Nawafle | 67          | info@petramoonhotel.com | 2 |    |  |
| 2018           | Petra Rest House     | 032156266 | 032156977 | Mohmmad flahaat     | 72          | reservation_gh@hg.com   | 3 |    |  |
| 2019           | P Quattro Hotel      | 032159888 | 032159222 | Zeiad Al-amarat     | 29          | mh@p4hotel.com          | 4 | 30 |  |
| Total          |                      | 4         |           | Total               | 325         |                         |   |    |  |

| Madaba           |                  |           |           |                 |             |                                 |   |    |  |
|------------------|------------------|-----------|-----------|-----------------|-------------|---------------------------------|---|----|--|
| ** Four Stars ** |                  |           |           |                 |             |                                 |   |    |  |
| ID               | Hotel Name       | Tel       | Fax       | General Manager | Total Rooms | E-mail                          |   |    |  |
| 1997             | main Janeh Hotel | 053245500 | 053245550 | George Suyooti  | 97          | reservations-main@sixsenses.com | 1 | 31 |  |
| Total            |                  | 1         |           | Total           | 97          |                                 |   |    |  |

| Aqaba   |                                      |            |           |  |  |  |   |    |  |
|---------|--------------------------------------|------------|-----------|--|--|--|---|----|--|
| 4 Stars |                                      |            |           |  |  |  |   |    |  |
|         | Hotel Name                           | Tel        | Fax       |  |  |  |   |    |  |
|         | Aqaba Gulf Hotel                     | 032016636  | 032018246 |  |  |  | 1 |    |  |
|         | Days Inn Hotel & Suits Aqaba         | 03203 1901 | 032032845 |  |  |  | 2 |    |  |
|         | Jamal Al-shate Hotel                 |            |           |  |  |  | 3 |    |  |
|         | Marina Plaza Hotel by Swiss-Belhotel | 032092900  | 032003356 |  |  |  | 4 | 35 |  |
|         |                                      | 4          |           |  |  |  |   |    |  |

## Appendix 2

The table of the main thesis components

| <u>Research Questions (RQ)</u>  | <u>Objectives (OB)</u>  | <u>LR relation to Conceptual lens (CL)</u>  | <u>Review Qs Rev. Qs/managers</u>   | <u>Review Qs Rev. Qs/employees</u>   |
|---|---|---|---|--|
| <p>RQ1 How do current leadership development practices influence the organisational performance?</p> <p>RQ2 How does context influence leadership development practices in selected four-star Jordanian hotels?</p> | <p>1- To explore the influence of existing LDP's on organisational performance (RQ 1, RQ2).</p> <p>2- To understand the contextual influence of leadership development practices in selected four-star Jordanian hotels (RQ1, RQ2).</p> | <p>Leadership development practices have not been studied matching the Jordan context, but in other contexts, this domain reflects the relationships that have been explored and shaping the measurements (CL) of the present thesis. That is why the essence of the present literature review is discussing that several different challenges confront LD practices and programs in the organisation, including the hospitality industry. Those challenges were seen as Conceptual Lenses in the present thesis that would be used to measure challenges in the context of J4*h.</p> | <p><b>Revqm1-</b> How do you see your implementation of the LDPs programs in your hotel? Moreover, what difficulties do you face while applying them? How impactful are the existing practices to ensure success?</p> <p><b>Revqm2-</b> How do you perceive handling issues related to your professional development to yourself and your employees?</p> <p><b>Revqm3-</b> Can you describe the difficulties of improving knowledge and skills for individual and social facets for you and your employees?</p> <p><b>Revqm4-</b> How do you find management policies to overcome the LDP challenges?</p> | <p><b>RevqE1-</b> How do you perceive your relation to your leader or manager in developing your self-awareness and social awareness? What challenges do you face in your view?</p> <p><b>RevqE2-</b> How do you see your managers are responsible for developing themselves and their employees?</p> <p><b>RevqE3-</b> How do you see the hotel's difficulties in applying LDP programs among managers and employees?</p> <p><b>RevqE4-</b> what difficulties and gaps do you face in applying LDP programs, and how do you interpret the existence of time to reach self-reflection mode? Do you have or do you have no time to come to self-reflection mode? For managers and employees. Give me examples</p> <p><b>RevqE5-</b> How do you see the intervention or involvement in developing knowledge and skills for your managers, employees, and all levels?</p> |

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| <p>RQ3 How do leaders and followers apprehend the enablers and challenges of these existing LDPs and their influence on organisational performance?</p> | <p>3-To explore the difference between leaders' and followers' perspectives on enablers of existing leadership development practices in the studied four-star Jordanian hotels. (RQ3, RQ4).</p> | <p>Similarly, in the current thesis, and within the crux of the literature, the main LDPs' themes, LDPs theories, are seen as enablers to managers and employees within the process of LD in the context of J4*h. Those practices seen in those models are used as conceptual lenses to measure the enablers.</p> | <p><b>Revqm5-</b> Can you describe for me your understanding of enabling self and social enhancement for you and your employees?<br/> <b>Revqm6-</b> Can you describe your recognition of improving your knowledge and skills for you and your employees as well?<br/> <b>Revqm7-</b> To detect LDP in your hotel, some techniques are required to evaluate leadership performance. Could you describe your recognition of the methods used in your hotel?</p> | <p><b>RevqE6-</b> How do managers praise your work?<br/> <b>RevqE7-</b> How do your managers or supervisors give you career guidance on how you will be improving?<br/> <b>RevqE8-</b> How do your managers relate their work to their development?<br/> <b>RevqE9-</b> How do you see or your managers see their skills in terms of the work requirement? How do they interpret it to improve it?<br/> <b>RevqE10-</b> How would you see your managers affecting your performance to lead in your workplace?</p> |
| <p>RQ4 What leadership development practices are functioning in these selected hotels, and are they sufficient to meet the development requirement?</p> | <p>4-To explore the difference between leaders' and followers' perspectives on challenges of existing leadership development practices in the studied four-star Jordanian hotel (RQ3, RQ4).</p> | <p>Moreover, according to the literature, practices used in LD programs are crucial in achieving LD. Therefore, those practices would be used as measures in the present thesis to explore their existence in the J4*h.</p>   | <p><b>Revqm8-</b> How would you understand the methods that should be used to develop the managers' and employees' leadership capacity in the workplace? Do you have them applied to the hotel?</p>  | <p><b>RevqE11-</b> How do managers understand methods to rate their leadership performance and their employees'?<br/> <b>RevqE12-</b> Can you describe the methods that your managers use to develop their leadership capacity and for their employees?</p>   |

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|   |  | <p>Here, the core of the literature discusses that management and leadership cannot be separated. Therefore, studies show that management has formal roles such as conforming, maintaining and administering, whereas leadership transcends management's role to an informal one in providing vision to employees and focusing on developing challenges and innovation. Those conceptual lenses would be used in measuring the leader capacity within the studied 4* hotels in the Jordanian context.</p> | <p><b>Revqm9-</b> How do you perceive your relationship with your employees? Give me examples<br/> <b>Revqm10-</b> How do you understand the focus on developing yourselves as managers and employees to be leaders in the workplace? Furthermore, what challenges do you face in implementing this aspect?</p> | <p><b>RevqE13-</b> How would you see your future career? Do you want to become a leader or finish your career with the same job or level?<br/> <b>RevqE14-</b> How do you see your managers' roles in the hotel and in communicating with you? How do you see them?<br/> <b>RevqE15-</b> How do managers perceive development programs to improve their skills and the employees' in becoming leaders in each of your circles of influence?</p> |
| <p><u>Proposition one</u><br/> <b>Leaders in Jordanian four-star hotels do not employ leadership development practices described by the literature in LD.</b></p> |  | <p>This thesis literature review demonstrates that sales growth measures organisation performance, among other factors. It also shows that leadership followership relation is crucial in influencing OP. Further, customer satisfaction is also a qualitative measure that could be used to determine OP. However, in probing LDPs, the study explores POP as a reference point to reflect the influence of LDPs on OP perceived by informants.</p>  | <p><b>Revqm11-</b> How do you perceive the influence of LDP programs on sales growth and customer satisfaction? Describe previous events that happened in the hotel<br/> <b>Revqm12-</b> How do you perceive if there exists a gap in OP?</p>   | <p><b>RevqE16-</b> How do you think that managers' and employees' relationships influence the sales growth of the hotel and customer satisfaction? Can you give me examples?<br/> <b>RevqE17-</b> How do you perceive if there exists a gap in OP?</p>  |

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| <p><u>Proposition two</u><br/> <b>Leadership development practices exercised in Jordanian four-star hotels have a minimum influence on organisational performance (OP).</b></p> |  | <p>Literature states that part of an effective LD is to increase interaction between leaders and followers. Therefore, searching for the inner sense of authority within the employees, contributing employees to organising business goals, aligning organisational structure, culture and incentives with employees' involvement and continuous improvement of leaders and their followers inspired by their leaders are seen as measures for bottom-up LD concept. That is why measurement questions included employees.</p> | <p><b>Revqm13-</b> How often have you involved employees in LDP programs in improving their leadership performance?<br/> <b>Revqm14-</b> How Do you understand LDP programs as part of the management plans for all levels of managers and employees? <b>How</b> do you think it is the organisation's responsibility to include all managers and employees in such programs? And what are the difficulties in implementing this?</p> | <p><b>RevqE18-</b> How many times have you participated in LDP programs? Do you think such programs could improve your performance, OP and the relationship with your managers? Moreover, how often do the organisation include all levels of managers and employees in such programs? Explain<br/> What difficulties do you face in implementing this?</p> |
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## **Appendix 3**

### **The Interview Guide**

The questions for managers are as follows:

Revqm1- How do you see your implementation of the LDPs programs in your hotel? Moreover, what difficulties do you face while applying them? How impactful are the existing practices to ensure success?

Revqm2- How do you perceive handling issues related to yourself, and professional development to you and your employees?

Revqm3- Can you describe the difficulties of improving knowledge and skills for individual and social facets for you and your employees?

Revqm4- How do you find management policies to overcome the LDP challenges?

Revqm5- Can you describe for me your understanding of enabling self and social enhancement for you and your employees?

Revqm6- Can you describe your recognition of improving your knowledge and skills and for your employees as well?

Revqm7- To detect LDP in your hotel, some techniques are required to evaluate leadership performance. Could you describe your recognition of the methods used in your hotel?

Revqm8- How would you understand the methods that should be used to develop the managers' and employees' leadership capacity in the workplace? Do you have them applied to the hotel?

Revqm9- How do you perceive your relationship with your employees? Give me examples

Revqm10- How do you understand the focus on developing yourselves as managers and employees to be leaders in the workplace? Furthermore, what challenges do you face in implementing this aspect?

Revqm11- How do you perceive the influence of LDP programs on sales growth and customer satisfaction? Describe previous events that happened in the hotel

Revqm12- How do you perceive if there exists a gap in OP?

Revqm13- How many times have you involved employees in LDP programs to improve their leadership performance?

Revqm14- How Do you understand LDP programs as part of the management plans for all levels of managers and employees? How do you think it is the organisation's responsibility to include all managers and employees in such programs? Moreover, what are the difficulties in implementing this?

The questions for employees are as follows:

RevqE1- How do you perceive your relation to your leader or manager in developing your self-awareness and social awareness? What challenges do you face in your view?

RevqE2- How do you see your managers are responsible for developing themselves and their employees?

RevqE3- How do you see the hotel's difficulties in implementing LDP programs among managers and employees?

RevqE4- what difficulties and gaps do you face in implementing LDP programs, and how do you interpret the existence of time to reach self-reflection mode? Do you have or do you have no time to come to self-reflection mode? For managers and employees. Give me examples



RevqE5- How do you see the intervention or involvement in developing knowledge and skills for your managers, employees, and all levels?

RevqE6- How do managers praise your work?

RevqE7- How do your managers or supervisors give you career guidance on how you will be improving?

RevqE8- How do your managers relate their work to their development?

RevqE9- How do you see (or your managers see) their skills in terms of the work requirement? How do they interpret it to improve it?

RevqE10- How would you see your managers affecting your performance to lead in your workplace?

RevqE11- How do managers understand methods to rate their leadership performance and their employees?

RevqE12- Can you describe the methods that your managers use to develop their leadership capacity and the employees as well?

RevqE13- How would you see your future career? Do you want to become a leader or finish your career with the same job or level?

RevqE14- How do you see your managers' roles in the hotel and in communicating with you? How do you see them?

RevqE15- How do managers perceive development programs to improve their skills and employees in becoming leaders in each of your circles of influence?

RevqE16- How do you think that managers' and employees' relationships influence the sales growth of the hotel and customer satisfaction? Can you give me examples?

RevqE17- How do you perceive if there exists a gap in OP?

RevqE18- How many times have you participated in LDP programs? Do you think such programs could improve your performance, OP and the relationship with your managers? Moreover, how often do the organisation include all levels of managers and employees in such programs? Explain

What difficulties do you face in implementing this?

## Appendix 4

### Individual Gaps

- in misunderstanding of personality trait requirements for leaders to be able to lead or manage
- in concepts mix-up of leader, leadership and leadership development
- in personnel's leadership apprehension as a position rather than a process
- development practices focus on experience with underqualified and undereducated personnel
- who bear the English language barrier
- in recruitment and selection policies
- practices are not focusing on leadership development,
- where the system is not focusing on a specialised workforce,
- with no planning for development
- no continuous and proper personnel training
- the system malfunction also manifests in the non-emphasis on building human and social capital
- Culture, habits and incentives play a crucial role in compensating for difficulties
- Employees showed positiveness in assigning tasks, collaboration and not neglected (not utilised frequently)
- Do not follow "putting the right manager in the proper place", *no proper selection and recruitment (employees and managers)*
- Interfering owners who lack expertise, do not invest in development and training and practice an autocratic style
- Lack of service-mind and self-esteem among some employees
- Low level of awareness, knowledge and low level of planning

- Lack of finance, education, experience, income, staff, salaries, time for training, trust in research and market
- High turnover and programs cost burden
- Mentalities resist change
- Employees' slowness in finishing g the job and their long time need to develop
- Minimum training program designs for leadership development with non-proper methods if they exist
- No program evaluation
- No systematic and scientific personnel, customer and organisation performance evaluation
- A specialised HR department rarely exists in leadership development
- Low potential in four-star hotels, their managers and their employees
- Care for employees' careers and prospects

## Appendix 5

### Contextual Gaps

- 1- Development practices (PLDPs) are used mostly for building professional abilities as the major choice, then for leader capacity as a second choice depending on personality traits which in turn direct the selection procedure, and on the need to provide for a needed position (supervisor, assistant, head) to be filled for a required structural gap (professional focus).
- 2- Experience is considered a major and significant enabler (experience focus).
- 3- Misconception about
  - Leader ability versus leadership
  - Personality traits versus leadership
  - Experience and practice versus training, knowledge, education and awareness
- 4- Lack of experience among some owners, some managers and employees and lack of specific (tailored to organisation needs) training.
- 5- Income (money) driven mentalities, not development driven.
- 6- Need for a specialised HR for training to be functional with expertise.
- 7- Empowerment, as a PLDP, leads to promotion and position (misconception about LD construct) as everybody thinks that leadership (or LD) is a position, not a process.
- 8- A system malfunction is coming straight away from the culture.
- 9- No systematic and scientific methods for performance evaluation.
- 10- Most POPs are related to the profession.

## Appendix 6

### Interviewees Profiles

| <u>Interviewees</u> | <u>Designation</u>  | <u>Responsibilities</u>  | <u>Experience</u>   | <u>Age</u> | <u>education</u> |
|---------------------|---|--|---|------------|------------------|
| Interviewee 1       | Director of operations  | Responsible for all operations   | More than 10 years in hotels and other companies                                | 40+        | BSC              |
| Interviewee 2       | Housekeeping manager  | Responsible for room division  | More than 10 years in different hotels four, stars, five stars and chain hotels | 40+        | =====            |
| Interviewee 3       | Front desk operations (shift c)   | Responsible for the reception area at night  | More than 10 years in Emirates airlines   | 30+        | =====            |
| Interviewee 4       | Front desk operations (shift A or B)  | Responsible for all operations in the reception area   | More than 10 years in other four stars hotels                                   | 30+        | =====            |
| Interviewee 5       | Accountant  | Responsible for accountancy  | More than 16 years  | 40+        | BSC              |
| Interviewee 6       | Director of operations  | Responsible for managing and operating two hotels in Aqaba and Petra                             | More the 14 years   | 30+        | BA               |
| Interviewee 7       | Security employee and jumper/reception/customer relations                       | Security at night and helps in the reception area and customer guidance                          | More than 15 years  | 40+        | Secondary        |
| Interviewee 8       | Receptionist  | The reception area in shift B or C   | More than 17 years  | 40+        | Secondary        |
| Interviewee 9       | Head of Security  | Responsible for security of the guests and the hotel in the Dead Sea area                        | He was a military officer and had experience in five-star hotels                | 50         | In military / BA |
| Interviewee 10      | Food and Beverage Manager   | Responsible for all restaurants and food, beverage and banquets operations                       | More than 15 years, especially in five-star hotels                              | 40+        | BA               |
| Interviewee 11      | Main restaurant supervisor (was an employee promoted recently to this position) | Responsible for the main restaurant in receiving guests, organising buffets and restaurant sales | More than 10 years  | 30+        | Secondary        |
| Interviewee 12      | Receptionist  | Responsible for all reception department   | More than 10 years in 4-star hotels   | 30+        | Secondary        |

|                |                           |  |  |     |           |
|----------------|---------------------------|--|--|-----|-----------|
|                |                           | operations (shift a or B)  |  |     |           |
| Interviewee 13 | Front office manager      | Responsible for all operations related to room division department                                       | More than 15 years (was promoted to a manager position in the same department) | 40+ | =====     |
| Interviewee 14 | Food and beverage manager | Responsible for all operations related to food, beverage restaurants and banquets                        | More than 15 years (was promoted to a manager position in the same department) | 40+ | =====     |
| Interviewee 15 | Guest Relations           | Responsible for relations with guests, following up with them and taking them to different tourist areas | More than 10 years   | 30+ | Secondary |
| Interviewee 16 | Restaurant attendant      | Responsible for serving the guests in the restaurants and room service                                   | More than 10 years   | 30+ | Secondary |