Explore Characteristics of Leadership and Apply to Tour Leader

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ABSTRACT

The purpose of this paper is to explore new characteristics of leadership in order to contribute to a greater understanding of leadership and to be shared the same characteristics by tour leaders. The leadership explored by this study is famous leaders as well as from media such as movies and novel as their behavioral expressions tend to unfold differently. Understanding comparative leadership patterns is critical in international business or hospitality/tourism. A tour leader is a first-line service provider whose performance shapes a tourist's experience and satisfaction during a journey. The paper concluded that a comparative analysis of randomly selected leaders by qualitative approach revealed rich meanings, thus offering eight new leader characteristics as a tool for leaders or tour leaders who seek to cross boundaries in developing long term and high quality international business relationships or travel services.

Keywords: Leadership, Tour Leader, International Business, Travel and Tourism, Leader Characteristics

INTRODUCTION

In recent years, global consuming capacity, especially in tourism and leisure industries, has significantly increased. “The world travel industry achieved good growth 2013 despite the uncertain world economy. Outbound travel grew by 4% in terms of trips while spending grew by 6%. Emerging markets i.e., China and Russia were again the top success stories with high growth rates for outbound travel while Asia and Europe performed well as tourist destinations” (ITB World Travel p. 3, 2013). ITB also stated that the improving global economic outlook supports travel and tourism, 4-5% growth forecast for 2014, and air travel is taking off; therefore, tour leaders especially good tour leaders are indispensable in outbound travels. This study based on the basis of leaderships from existing literatures, films, and in-depth interviews tries to find more classified characteristics by the aspect of the behavioral skills with the goal of developing a new conceptual framework from which cultivating unique characteristics skills of tour leadership. Qualitative research approach was also used to identify significant issues and draw out important managerial implications (Refer to Fig. 1).

Statement of the Problem

The leader/tour leader is critical to the responsible behavior of the group, i.e., impact tourists perceptions in environmental sensibilities and the desire to avoid disturbance; the importance of the tour leader as the interface between the service and the tourist is obvious; consequently, the purposes of this study was to compare and determine the new characteristics of leader and apply to tour leaders.
Research Questions

The following research questions guided the study.
1. What are the new characteristics of leader?
2. What differences exist between the new characteristics of leader and general characteristics of tour leader?

LITERATURE REVIEW

The purpose of the literature review was to explore and decide the optimal leader behavior, and the research relevant studies of the factors such as leadership and others would be as subheadings as following:

1. Understand his members/tourists very well
2. Touching Their/Tourists’ Heart
3. Constantly Strive for Perfection
4. Concession, Give up Insistence or Authority
5. Failure Encourages to Re-adjust/Re-start
6. Employee/Tourists-oriented, Production/Service-oriented or Achievement-oriented
7. What Leader will Promote What Culture
8. Power comes from Greatness; sometimes from Sacrifice

Figure 1: Framework of the Characteristics of Leaders

Leaders or tour leaders can influence the personal interaction quality; furthermore, the personal interaction quality can subsequently influence the repurchase intention of tourists, word-of-mouth communication, as well as the reputation of tour operators. In 2014, Chiang, & Chen examined the
impression behaviors of tour leaders based on a framework of five discrete techniques of impression management—ingratiation, self-promotion, exemplification, supplication, and intimidation.

A tour leader is recognized as a critical factor in the success of the travel and tourism industry, and in some countries a tour license is required for those who want to conduct an overseas package tour. The tour leader training program lacks practical exercise and the system does not facilitate tour leaders’ performance quality. Therefore, re-evaluate some approaches to make tour leaders perform better for quality assurance or better.

Research has confirmed that EI is a considerable factor in academic achievement, work performance, and general life experiences. Growing research supports the notion that statistically significant improvements in EI abilities can be achieved through a comprehensive training intervention. Prioritise the EI training needs for tour leaders, who play a significant role during group travelling, is necessary. A framework to develop and enhance tour leaders’ EI abilities is suggested based on the self-evaluations (Min, & Peng, 2012).

According to Curtin (2010), the tour leader is critical to both the success of the holiday and the responsible behavior of the group, i.e., impact tourists perceptions in environmental sensibilities and the desire to avoid disturbance; consequently, the importance of the tour leader as the interface between the product and the tourist is obvious. The researcher suggested cultivating Social Skills: Informer, Entertainer, Animator, Facilitator of social, bonding, Problem solver, Decision maker, Organizer.

TLs have a tendency to perceive tips as a service charge rather than a voluntary payment. Chang (2010) stated that it is expected that the results of the study can help travel agencies in Taiwan to draw up an appropriate tipping policy and to extend literature on service performance in the travel industry.

Wong, & Lee (2012) advocated that tour leaders are part of the product and are therefore key front-line players in the tourism industry as they service guests during a journey. A tour leader style of leadership transforms a tourist visit from a tour into an experience and is a critical factor affecting a tourist’s satisfaction with their tour. The various different styles of tour leadership using in-depth interviews to collect data were identified. Concern for tasks, concern for customers, and concern for controlling the group climate are three dimensions of leadership style in tour leaders.

There are three clusters regarding to risk sources categorized and tour leader’s (in terms of group package tour leaders) self-induced risks is one of them (Wang, & et. al., 2010). A thorough understanding about labor of the tour leader is important. Wong and Wang (2009) found that the job of tour leader requires the performance of significant emotional labor.

As tour leaders are the first-line attendants facing the tourists (front-line service staff in the tourism context), they play an important role in the travel agency, Wong, & Lee, (2012) reviewed the most relevant and extracted 31 articles of a tour leader, and determined the unique characteristics of tour leaders by their explicit behaviors and then classified the characteristics by the aspect of their behavioral skills into as following:

**SUMMARY**

**Business:**
1. influence the personal interaction quality
2. influence the repurchase intention of tourists
3. influence word-of-mouth communication, reputation of tour operators
4. perform better for quality assurance or better fix the needs of the travel industry
5. transform a tourist visit from a tour into an experience and it is a critical factor affecting a tourist’s satisfaction with their tour
6. bonding
7. concern for tasks, concern for customers, and concern for controlling the group climate
8. front-line service staff
9. play an important role in the travel agency
10. professional knowledge
11. salesmanship

Social Skill:
1. ingratiation, exemplification, supplication, and intimidation.
2. both the success of the responsible behavior of the group, i.e., impact tourists perceptions in environmental sensibilities and the desire to avoid disturbance
3. facilitator of social

Personality:
1. self-promotion
2. self-evaluations
3. informer, entertainer, animator, facilitator of social, bonding, problem solver, decision maker, organizer.
4. self-induced risks
5. classified the characteristics by the aspect of their behavioral skills:

RESEARCH METHOD

Qualitative research approach including in-depth interviews was used to identify significant issues/factors of leader/tour leader and draw out important implications. In this study the leader-styles extracted through randomly chosen four movies (on the theme of leader), one novel, and qualitative interviews with two leaders by their explicit behaviors were compared with the results of existing literature surveys and used to determine the new unique characteristics of the leadership and classify the characteristics into categories of leader/tour leaders with the goal of developing a new leadership framework.

There are seven leadership styles described in this study, the first one is from a novel, the second to fifth are from films theme on leadership, the last two are of interviewing as following:

Explorer Style: The Leader in Shackleton’s Way from the Great Antarctic Explorer
1. The conflicts leaders face in this book
   After Reading Shackleton’s Way from the Great Antarctic Explorer, we would know that Shackleton always tried to find a way to tackle the crew’s disappointment, boredom, and fears. He worked to maintain an established routine and structure so that the crew felt secure. Although their ship
was trapped in the ice and there would be dangers throughout the bitter winter (one man noted that four-week-old ice was 13.5 inches thick and under −15 degrees Fahrenheit.), the crew continued to be happy (Shackleton knew how to use humor to put people at ease in high-stress situations), confident of survival, and never lost their optimism. Therefore, in addition to the conflict of the weather and low temperatures leaders should face, Shackleton (the leader) also had to comfort his crew both mentally and physically.

2. How is the primary conflict resolved

Shackleton believed in the importance of comforts in maintaining morale and he insisted on healthy diet, exercise, and reasonable safety measures, believing physical and mental acumen were closely linked. He made sure each man had challenging and meaningful work and matched each person to the position for continuing the scientific projects and practicing for the Antarctic crossing. He matched personality types with work responsibilities so that each person was put in a long-term job he enjoyed and for which he was best suited. Especially, he gave his men constant feedback, praising their efforts and correcting their mistakes (he gets to know as many of the employees’ strengths, weaknesses and expectations as possible). He related to every person under him as a human being, not only as a worker; held small celebrations that recognized the individual; and Shackleton was tolerant of their quirks and mistakes. Shackleton gave all of his crew equal attention, kindly nurturing back to health one of his least favorite crewmen with the same close attention he gave one of his fondest friends who fell ill. His contact with his men was constant, friendly, instructive, and often fun. He fought those who challenged his authority by keeping them close to him in the hope of winning them over and gaining their support. He shouldered the entire burden of the dilemma, leaving his men free to focus on the work at hand. He liked to deal with his men one-on-one to get into conversation and communicate in an intimate way. Ultimately, all his men trusted that their leader would take care of everything. Shackleton won the crew’s unwavering loyalty with his extraordinary ability to communicate and connect personally. Leaders face an often thankless and lonely job, especially in hard times. Ask for advice and information from a variety of sources, but make decisions based on your own best judgment. Try to be good at handling a unique and rapidly unfolding crisis (immediate assessment and action, deep assessment of key issues, setting objectives and different communication when only limited information). Shackleton’s motto was “Prospice,” meaning “look forward.” Forget any past failures and focus on the workers’ strengths so people can survive and succeed in ways they never thought possible. Never waste time or energy lamenting things that had passed or that cannot change. Look to the future! Shackleton had more to do with exploring his own potential than exploring the Antarctic.

3. Result- An important addition to any leader’s library

Shackleton’s crew arrived safely on Elephant Island after nearly a week in three small lifeboats, struggling against roiling, ice-filled seas. The theme is showing Shackleton’s way and how to develop a successful leadership and it was trying to tell us that what Shackleton did (the adventure) can be applied to today’s turbulent, rapidly changing society and business climate; the result will be an important addition to any leader’s library. They were successful.

**Practice Type Leader in the Flight of the Phoenix**

1. The conflicts leaders face in this film

A cargo plane crashes in the Sahara Desert. Many dangers such as the high daytime temperatures, low temperatures in the night, strong wind, and Arabian killing-team made the people on the plane out of their order, not confident of survival, and lost their optimism. They were not so lucky to have their leader
as Shackleton, who comforted the crew both mentally and physically and tried to find a way to tackle the crew’s disappointment, boredom, and fears. Therefore, the conflict leaders faced in this film, beside the weather and the nature factors, was who should be in authority (the airplane designer was a genius and worked hard but thought he himself was the authority). Anyway, the pilot is still the primary leader in this film. He felt deeply sorry for the two dead, was responsible for finding a man who fled into the desert, and eventually lead the people in escaping from the desert. However, when crisis happened, he did not take charge of the situation, offer a plan of action, ask for support, or show absolute confidence in a positive outcome. At first he just waited to be saved; he failed to form the contingency plans (plan several options) in detail for remaining, and did not put the people on the plane at-ease in high-stress situations. The airplane designer tried to study the possibility of rebuilding the aircraft and wanted to lead everybody in flying away from the desert. It was he that inspired optimism in everyone. But, he forced the pilot and other people to acknowledge him as the authority. That is not type of character a leader possesses.

2. How is the primary conflict resolved

Although the pilot in this film was stubborn and easily angered, he could think about things after they happened and then apologize for what he had done; furthermore, he knew how to answer the question regarding authority by being able to neglecting his dignity. He does not very fit the typical crisis-response model. But, he was learning how to be a good leader for guiding those people out of the desert. Above all, even the most able people often can’t get minds of others around or clearly state an objective in a crisis situation.

This is a gripping tale of courage and suspense. It will be much better for the people facing the crisis in general to feel that even though rebuilding the airplane is rather impossible than it will be simply to sit down and wait for the tardy rescue to take them out of this cruel waste of sand. The pilot was ironically stupid and was forced to let go of the hierarchy of authority, but he was responsible enough to take care of everything, i.e. he was fair in dealing with the water allocation. Also the pilot let all the people involved in the crisis work together and participate in the solution (he got the team to help each other). Compared with the airplane designer (ideal type), the pilot was a more real actor (practice type). He was able to make everyone feel he was more secure. Through great danger and under tremendous pressure, the pilot kept his men together, maintained morale, and improved on his escape plan until he got everyone to safety.

3. Result

The achievement is that the pilot held everything together; he helped to rebuild that impossible airplane and flied to a safer place in the end. So, the pilot still has some leadership qualities deserving of us to learn.

Leaders fail in Crimson Tide

1. The conflicts leaders face

The commander of the Submarine applied for an early retirement and it was accepted; however, he knew he was wrong to not check the unconfirmed order and launch the missiles. As for the executive officer, even though he was responsible and smart, he did not put all of his effort into resolving the different views he had with the commander and the conflicts that existed between them. The conflicts the leaders faced made the people on the submarine very nervous, not confident of survival, disappointed, fearful and nearly caused them to signal the start of World War III!

There are two leaders in this film. One is the commander; the other is the executive officer. The previous one has serviced in Navy for over thirty years. In this film, when conflicts rise, the commander,
out of his mind, used violence to force one of the offices to fire missiles. The young lieutenant executive officer, although he failed to do his best in solving the conflict with the commander, he took charge of the commander’s duties and tried to terminate the launch of all the missiles. He is also one of the primary leaders in this film.

2. How is the primary conflict resolved

This film described an epic struggle raging under the sea. It was a dilemma for the two leaders, the commander and the executive officer, to solve the conflict in the beginning. Head to head! In that situation, people seem to easily battle each other for control of the submarine. However, when facing that crisis, they yielded to each other, made a concession and gave up their insistence or authority, the crew in the submarine were all saved and the interest of US was held. In the midst of a global crisis, the USS Alabama (nuclear submarine) receives an unconfirmed order to launch its nuclear missiles – signaling the start of World War III! The tension quickly rises as the submarine’s respected commander and his brilliant executive officer clash over the validity of their orders, battling each other for control of the submarine! In the end, the commander and the executive officer were sentenced as doing both “right” and “wrong”, as they didn’t work to solve the difference between themselves. The theme of the film expressed is that “leaders fail”; but this failure is an essential factor in improving leadership skills. Above all, who hasn’t ever made a mistake? When the commander announced to terminate launching all missiles, the crew was cheered up and gave their salute or greeting to the commander when he got away. Obviously, when the two leaders set down their insistence, they were more respected by their subordinates. In the face of the ultimate nuclear showdown, one man has absolute power, the commander seems to have the same power as the President of the US or the USSR; one man will do anything to stop him. It is no wonder that they were battling each other for control of the submarine. Although he did not solve the conflicts with the commander at first, he was responsible enough to take care of everyone and everything whole heartedly. He was able to make most of crew feel more secure with him. Through great danger and under tremendous pressure, the executive officer gave up his power and respected the decision of the commander. The commander was touched. The executive officer has the leadership qualities.

3. Result

It is an exciting film and gives the implication for leaders fail. Failure can also be a good thing. Who hasn’t ever made any mistakes? Failure is an essential factor in improving leadership skills. Going for risks becomes more acceptable as options narrow. Sometimes the potential rewards at the end of a daring venture justify the risk of suffering a spectacular failure. Even in the most stressful situations, don’t forget that we are part of a larger world that might benefit from the expertise.

A leader is identified as a person with self-confidence, willingness to accept responsibility, a high energy level, decisiveness, and perseverance (Lillich); leadership is employee-oriented, production-oriented or achievement-oriented (Univ. of Michigan studies). An effective leader often must make difficult choices, take decisive action, and make a total commitment in the execution of plans (Sally). If you can coach your subordinates and facilitate sound decisions from those best positioned to make them, you are a leader because leadership involves persuading other people to pursue a common goal that is important for the responsibilities and welfare of a group. Also, a leader does well in planning and organizing, problem solving, supporting, determination and leadership is persuasion, not domination, so that he/she should make him/herself available and accessible and be a good delegator, build a cohesive and goal-oriented team.

Failure is usually an unexpected event that can often cause stress. While some articles do not treat failure as a reality. Those writers try to clear the misconceptions people usually have concerning different
perspectives on failure. Unavoidably, people are doubtful that failure is not a reality. It is a normal part of life. It is not a controversy. If you say that someone is a failure, you mean that they have not succeeded in a particular activity, or that they are unsuccessful at everything they do.

In Peterson (2005), failure is typically not viewed as a bad thing. He thinks that failing is an essential factor in improving leadership skills. Leader failing, in essence, obtains a lot of experience; it will be able to find a way to turn setbacks and failures into an advantage. It would be a good time to step forward on your own.

Concessive Type Leader in Princess Mononoke

1. The major conflicts that the leaders face

In the beginning the conflicts came from striving for life existence space; then the conflicts that the leaders face was developing into fight, kill, hatred, and endless revenge. Courageous and ethical Princess Mononoke is the primary leader in this film. Her mother (a wolf) was gunshot many times and she herself also experienced the situation almost killed by clan of humans; however, in the end she was influenced by his friend Ashitaka and broke through the hatred, gave up the revenge, and knew her responsibility and obligation to stay in the forest to continue her leader. She returned the forest (their world) back harmony and peace!

2. How is the primary conflict resolved

This film described an epic struggle raging and fighting long ago in the forest where was full of gods, spirits, demons, monsters, animals, and humans. When the Princess Mononoke encountered a dilemma for humans clan in face of being killed by a spirit; however, she yielded to her enemy, made a concession and gave up her hatred and the opportunity of revenge, no more insistence, the people in the forest were all saved at last.

Inflicted with a deadly curse, a young warrior named Ashitaka sets out to the forests of the west in search of the cure that will save his life. Once there, he becomes inextricably entangled in a bitter battle that matches Lady Eboshi and a proud clan of humans against the forest’s animal gods. And the animals are led by the brave Princess Mononoke, a young woman raised by wolves!

It is an exciting film and the theme of the film expressed that life is not hatred or fighting but mutual help and peace. Unless the leader has such character as virtue and moral, his/her people will not show with the values of contribution, trust, or cooperative action. In the end, the Princess Mononoke broke her hatred, gave up revenge on Eboshi (the human being’s leader), and saved her people.

In addition, what leader will promote what culture; in this film, the humans leader was filled with hatred in her heart and lead a climate of making weapons and formed a culture of fight-loving. From the beginning of the story, he was a prince, courageous, smart, and responsible. For the purpose of saving the people of his tribe, he suffered from a deadly curse and left in search for the cure. In this film, he declared whole life, humans or animals, should help each other without hatred and fighting, which will be endless. It was he who influenced the Princess Mononoke to make the decision, a concession, and gave up the hatred and saved everyone. The warrior Ashitaka actually had the leadership qualities that we should all learn.

3. Result

Whatever the war or peace is related to the leader’s decision, it is important to cultivate a leader with the leadership of moral, character, virtue, and responsibility, which enable to give good example to the subordinates or offer a best service to the consumers. In Shackleton’s Way, he never wasted time or energy he always look forward. In this film, if the Princess still cared about the past not dreamed of the
future, the forest could not come to a peace. Never insist on reaching a goal at any cost but be achieved at a reasonable expense.

**Sacrificed Leader in The Contender**

1. The major conflicts that leaders face

   Sometimes you can assassinate a leader without firing a shot. Described as “political junkie,” this film is about the power plays of government except the President (Jackson Evans), there are two main forces like leaders in this film; one is the Vice President, and the other is that secret formidable rival. The former had willingness to accept responsibility, but she was not perseverant enough and gave up. The latter felt that Laine Hanson is the wrong person for the job and strived for the power and exploded into a battle by attacking the Vice President’s weakness, personal ethics, her family’s scandal, or others. The challenges that the Vice President faces are more about her personal life than her public affairs. This film described that politics is an extension of war. Even though the President had not shown too often in this film but the Vice President did; however, the primary leader in this film, I think, is the President, wise, on the basis of taking care of the welfare of the country, chased out the plotters, energized followers to accomplish nomination Senator Laine Hanson the Vice President.

2. How is the primary conflict resolved

   The Vice President did not persevere eventually because she knew that if insisting on reaching a goal, it must be achieved at a reasonable expense. **Being justice, considerate (concern for the welfare of whole country)**, she confessed and withdrew the position of Vice President and hoped to cease with the politic controversy. But, the President did not accept her withdrawal at last. Power comes from greatness but sometimes it comes from sacrifice!

3. Result

   Power comes at a stunning price but the most important as the President in the film said “Power comes from greatness.” The Vice president is dead, and as the President makes his choice for a replacement, a secret contest of wills is being waged by a formidable rival. The political films of recent years are more satires; while the writer/director tried to recognize what the leadership is and where the power comes from and which are the theme. The film, more leadership than politics, was very clear and successful in expressing this theme.

   The impressive character in the film of course is the President, wise, consistency and he must does well in problem solving, make difficult choices and take decisive action. He is confident and achievement-oriented and he selected the best and outstanding expertise because he believed that she would help stay on the cutting edge someday and bring distinction to the country. In the end, the President, who believes the leadership is persuasion, not domination, persuaded people to acknowledge the Vice President to build a cohesive and goal-oriented team in order to pursue a common goal that is important for the responsibilities and welfare of the U.S. Unavoidably, as the President said in the film, he was not free from blame, however, he really has the leadership qualities and it is no wonder he was elected as twice Presidency.

   Critics rave that The Contender is “the most important American film in years…a remarkably powerful and provocative thriller,” by **Sixty Second Preview**. Ever the Vice President’s courage emerged when she took a stand on some principles (dignity and others) and refused to give in, despite immense pressure from both sides. The President still discovered her wise and excellence. Hence, Leadership is an art and it makes men get up out of a hole in the ground and go forward in the face of death at a work from
another man (Stokesbury, 1994). A leader is identified as a person with intelligence, self-confidence, determination, and consistency. Power comes from greatness and sometimes it comes from sacrifice!

The Inactioned Leader - The 1st Interviewee: Ms. Charlene Balmer, Director of Curriculum and Instruction Staff Development of Western Iowa Technical College (Junior College/Community College)

1. As a Director of Curriculum and Instruction Staff Development, how to arrange or manage the personnel to maximize the human resource management to be the optimal situation:
   Well in my case, I don’t do much of that. What I have to do is make sure that I can gather together the people that I work with and get as much done in as little bit of time as I can. I think we are asking fewer people to do more and more, and I think that is true of most organizations. We expect you to do more than you thought you were going to do. My job description is about six pages long, and it should probably only be one page long. I saw the new organizational chart yesterday, and my boss has seventeen direct reports. Normally, somebody should only have five. So, he’s way off the far end, and he can’t manage all those people. It becomes a real problem. I don’t know how else to answer that. I think that would probably be the best thing I could do.

2. As a chief, what about Staff Development/Training of Employees:
   I am the staff developer. I used to plan the programs all by myself, but now I have a team of people. We do what we consider three pieces of the pie. We develop administratively the college as a whole. We develop personal staff development which is things that may effect your lifestyle, your wellness, or even professional training like if I’m a nurse and I need a special kind of training. Then we do all employee in-service which involves everyone. Like in two weeks now we’ll be doing institutional effectiveness so that everybody can be accountable for what they’re doing in their own particular job. Including now? You come here. Is this training? No, that’s probably more of a personal goal to complete a doctorate. I won’t get any more money. Like a sabbatical leave? Right, but we don’t have sabbaticals at a Community College. Does your school support you? What they do for me is they allow me to leave early in the afternoon, so I can be here at 4:00 p.m. because I usually work until 5:30 p.m. What about the other people? Everybody is allowed to do that. Anybody who doesn’t have the Associate’s Degree can take classes right on campus to accomplish that goal at no cost. They pay for them up front, and if they get a passing grade the college reimburses them. They can’t take the position of a student that’s already in class. If the class is full, then faculty or employees can’t get in it. If they have a class that isn’t full, then they can get into it. We give them a grace time as needed to finish a degree.

3. How do you supervise the performance of your employees?
   We have a formal evaluation process that we go through once a year. However, I don’t feel that’s an adequate way to supervise. I like to give them feedback on a daily basis. I always feel that an employee that’s not doing well hasn’t been given the right direction. If they continue to fall back, then they either need to be worked with or they need to find some place else to work. I think continuous feedback to their work, and always telling them that they’re doing well as well as guiding them in the things that are wrong is the best way to work with people.

4. Any words kept in your mind encouraging your success?
   This was never a goal or a desire of mine to be an administrator. However, the more you get into it, the more information you get. It kind of grows on you. It becomes almost obsessive. I guess it’s almost a power thing to know that you know something that somebody else doesn’t. It’s kind of like getting your
Bachelor’s Degree. It just kind of happened. I wasn’t necessarily forced into it, but all those things just kind of fell into place. I guess I like what I’m doing. I don’t have a motto!

Born of Leader - The 2nd Interviewee: Dr. Mark Baron, Professor and Chair, Division of EDAD, USD

Dr. Baron became a division chair in response to requests by other members of the division who asked him to take the position. He had always thought about moving into administration in higher education and that was a good opportunity so he accepted their request and became chair. Dr. Baron’s answer was “No, I have never fired anyone.” As he works mostly with university faculty who are governed by promotion and tenure rules, he has never had to fire anyone. One faculty member was released during his being chair, but that decision was made by the President’s office and not by him.

Who do you report to? Dr. Baron said, he reports directly to the Dean of the School of Education.

He does not feel insecure in his job for two reasons. First, his faculty continues to support him very strongly and want him to remain as chair. Also, as a full professor with tenure, he said, even if he was removed from the chair position, he would still have his job as a faculty member. He does not believe that others feel insecure either because they are tenured or on tenure track and have some job security.

He defines leadership as an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. And he thinks that leadership differs from management in the following ways:

Leadership = influence relationship; leaders and followers; intend real change; mutual purposes
Management = authority relationship; managers and subordinates; maintain status quo (no change); based on manager’s purpose, not followers.

His most important job is providing his faculty with as much accurate information as possible and facilitating shared decision making in which they all agree on the best plans and actions. Because of the mutual relationship of leaders and followers, and of the professional nature of leadership in higher education, Dr. Baron believes that leaders can be good friends with followers. He does not believe that managers can be good friends because their relationship is not mutual – the manager is above the follower.

Dr. Baron believes that he has some power over his followers because they willingly allow him to lead them. If they ever decided not to willingly follow any more, he said, he would still have authority over them (as chair) but not power (no influence). He also perceives the power as his faculty’s allowing him to lead them and make decisions that affect them. Since they continue to want him to lead them, Dr. Baron said he does enjoy having that power. In addition, Dr. Baron said, “Yes, some leaders abuse their power by being overly directive and not allowing their followers to have sufficient input into plans and decisions.” Manipulation is tricking or fooling others in order to get what you want. In most cases manipulation is evil because it is done for negative reasons. That was Dr. Baron’s remarks.

Dr. Baron’s Leadership—From his Advisee’s Opinion

Dr. Mark Baron, Professor and Chair, Division of EDAD is a helpful professor and researcher. He has really done his best to help not only his advisees but the other students who need his help in academic or other problems. He is always willing to help others get their work done. With talents and expertise in educational administration, statistics, research method, and others, he has never shown preference to excellent students. He knows that everyone does not have exactly equal status or talent, but each person is valued equally and treated with equal respect. In class he usually keeps spirits high and inspires optimism in everyone. He tries to help each person reach his/her potential.
Regardless of traditional hierarchies, Dr. Baron welcomes anyone to talk with him. He always keeps the door open to the students or faculty members. The climate of EDAD is built to embrace diversity with trust and respect and even friendship. Besides, He is committed to his work and makes himself accessible to the students and faculty, listens to their concerns, and keeps them informed about the division’s activities. He knows each faculty’s strengths and weaknesses and sets reasonable expectations; therefore, he never expects one to do more than one is capable of and creates a work environment comfortable enough to entice professional faculty to spend the greater part of their waking hours in such a happy, optimistic, loyal, and secured or productive academic atmosphere of EDAD. Like Shackleton, Dr. Baron is wise, good tempered and born optimistic and overflows with energy. Dr. Baron, like Shackleton, is ultimately a model of good leadership.

SUMMARY FOR THE ABOVE

The 1st - Explorer Style: The Leader in Shackleton’s Way from the Great Antarctic Explorer
1. Put people at ease even in high-stress situations
   Under weather and low temperatures, the leader knows how to
   (1) handle a unique and rapidly unfolding crisis (- immediate assessment and action, deep assessment of key issues, setting objectives and different communication when having only limited information);
   (2) comfort people both mentally and physically;  (3) tackle their disappointment, boredom, and fears.
2. Know his men very well
   (1) Match each person to the position he enjoyed and for which he was best suited; never expects one to do more than one is capable of;
   (2) Keep spirits high and inspires optimism in everyone;  (3) Help each person reach his/her potential;
   (4) Maintain an established routine and structure so that his men feel secure.
3. Constant feedback: Praising followers’ efforts and correcting their mistakes, tolerant of their quirks and mistakes (to know their expectation, weaknesses; and focus on the strengths (can survive and succeed in ways they never thought possible).
4. Treat them with equal attention/respect & valued equally as human being: Related to every person under him as a human being, held small celebrations that recognized the individual; gave all of them equal attention- least favorite crewmen same with fondest friends.
5. Contact with often fun: Connect personally, communicate his men by constant, friendly, instructive, or in an intimate way, and deal with his men one-on-one to get into conversation
6. Fight those who challenged his authority by keeping them close to him.
7. Shoulder the entire burden of the dilemma, leaving his men free to focus on the work at hand; exploring his own potential i.e., than exploring the Antarctic.
8. Look to the future: Forget any past failures!

The 2nd leader is not-born genius nor born leader, but learn how to be a good leader for fitting the typical crisis-response model- Practice Type Leader in the Flight of the Phoenix
9. Take charge of crisis happened: Offer a plan of action, ask for support, or show absolute confidence in a positive outcome (form the contingency plans)
10. *Could think* about things and then *apologize* for what he had done.

11. Good dealing with in great danger and under tremendous pressure: Fair in dealing with allocation, let all the people involved in the crisis work together and participate in the solution, got the team to help each other, hold everything together, maintain morale.

**The 3rd Leader Ever Faced Failure**

12. Make a ‘concession’ and ‘give up’ the insistence or authority the crew were all saved.

13. ‘Failure’ can be a good thing in improving leadership’s skills: Failure is an essential factor in improving leadership skills, obtains a lot of experience. In the most stressful situations, don’t forget that we are part of a larger world that might benefit from the expertise. Failure encourages oneself to re-adjust and re-start after facing failure.

14. What is a leader identified?
   (1) A leader is with self-confidence, willingness to accept responsibility, a high energy level, decisiveness, and perseverance;
   (2) Leadership is employee-oriented, production-oriented or achievement-oriented;
   (3) A leader is identified as a person with intelligence, determination, and consistency, wise, does well in problem solving, make difficult choices, selected the best and outstanding expertise, take decisive action, and make a total commitment in the execution of plans (= planning and organizing, problem solving, supporting, determination);
   (4) Leadership is persuasion, not domination, so that he/she should make him/herself available and accessible and be a good delegator, build a cohesive and goal-oriented team.

15. ‘Coach’ subordinates and ‘facilitate’ sound decisions from those best positioned to make achieve their goal.

16. ‘Persuading’ people to pursue a common goal: It is important for the responsibilities and welfare of a group.

**Concessive Type Leader in Princess Mononoke**

17. ‘Yield’ to enemy, make a ‘concession’, ‘give up’ the hatred and opportunity of revenge, no more insistence: For saving the followers or other purpose; life is not hatred or fighting but mutual help and peace.

18. What leader will promote what culture: Unless the leader has such character as virtue and moral, his/her people will not show with the values of contribution, trust, or cooperative action; cultivate a leader with the leadership of moral, character, virtue, and responsibility.

19. Hatred and fighting will be endless: Humans should help each other without hatred and fighting-endless.

**The Sacrificed Politic Leader in The Contender**

20. Power comes from Greatness, at a stunning price, but sometimes it comes from Sacrifice!

21. Taking care of the welfare of the country, energize followers, chase out the plotters.

22. Being justice, considerate, concern for the welfare of whole country.

**The Inactioned Leader - The 1st Interviewee**

23. The best way to work with people: Continuous feedback to their work, and always telling them that they’re doing well as well as guiding them in the things that are wrong.
24. Leadership on Dr. Baron’s definition: Leadership as an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. Leaders can be good friends with followers.

25. Leadership vs. Management:
   - Leadership = influence relationship; leaders and followers; intend real change; mutual purposes;
   - Management = authority relationship; managers and subordinates; maintain status quo (no change); based on manager’s purpose, not followers.

26. Providing followers accurate information and facilitating shared decision making in which they all agree on the best plans and actions.

27. Where’s the power from? The power as the followers allowing to lead them and make decisions that affect them. The power is for allowing them to have sufficient input into plans and decisions.

28. Creates a work environment comfortable to entice professional to spend their waking hours in such a happy, optimistic, loyal, and secured or productive atmosphere.

Dr. Baron, like Shackleton, is ultimately a model of good leadership.

Comparative Analysis

The value of the study lies in developing more leadership patterns through a comparative analysis of four leaders from Movies, one from novel, and two through interviewing academic leaders, in USA compared with the existing research literature (most are quantitative). The paper urges that travel and tourism industries’ marketers to move the media-leadership dimensions to a more diversified understanding of leadership.

Table 1: Comparison between Leader and Tour-Leader

<table>
<thead>
<tr>
<th>Characteristics of Leader from Novel/Film/Interview</th>
<th>Characteristics of Tour-Leader from Literatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing accurate information and facilitating shared decision making (7); The best way to work with people (6)</td>
<td>Influence the personal interaction quality, repurchase intention of tourists, or word-of-mouth communication, reputation of tour operators</td>
</tr>
<tr>
<td>Providing accurate information and facilitating shared decision making (7)</td>
<td>Perform better for quality assurance or better fix the needs of the travel industry</td>
</tr>
<tr>
<td>Constant feedback (1); Equal attention/respect &amp; valued equally as human being (1)(3)(4)</td>
<td>Transform a tourist visit from a tour into an experience and affect a tourist’s satisfaction with the tour</td>
</tr>
<tr>
<td>Taking care of the welfare ..., energize followers (5); Being justice, considerate, concern (5)</td>
<td>Concern for tasks, concern for customers, and concern for controlling the group climate</td>
</tr>
<tr>
<td>Fair in dealing with allocation, water or work,... (2)</td>
<td>Front-line service staff</td>
</tr>
<tr>
<td>‘Persuading’ people to pursue a common goal (3)</td>
<td>Play an important role in the travel agency</td>
</tr>
<tr>
<td>Make a total commitment (3)</td>
<td>Salesmanship</td>
</tr>
<tr>
<td>Intelligence, determination, consistency, wise(5), select the best and outstanding expertise (5)</td>
<td>Ingratiation, exemplification, supplication, and intimidation</td>
</tr>
<tr>
<td>Willingness to accept responsibility (3); ‘Coach’ and ‘facilitate’ sound decisions from those best positioned to make the subordinates achieve their goal (3).</td>
<td>The success of the responsible behavior of the group, i.e., impact tourists perceptions in environmental sensibilities and the desire to avoid disturbance</td>
</tr>
<tr>
<td>Make a total commitment (3)</td>
<td>Facilitator of social</td>
</tr>
<tr>
<td>Self-confidence, a high energy level, decisiveness, and perseverance (3)</td>
<td>Self-promotion, self-evaluations, self-induced risks</td>
</tr>
<tr>
<td>Contact with often fun (1); does well in problem solving; make difficult choices, take decisive action (5)</td>
<td>Informer, Entertainer, Animator, Facilitator of social, Bonding, Problem solver, Decision maker, Organizer.</td>
</tr>
<tr>
<td>Put people at ease even in high-stress situations (1); Take charge of</td>
<td>Classified the characteristics:</td>
</tr>
</tbody>
</table>
Finding and Discussion

Almost all of the characteristics of tour-leader from literatures review are generally similar (corresponded) to the characteristics of leader from this study, the corresponding (#1:6, #2:3, #3:7, #4:1, #5:5, #6:1: #7:2) or compatibility is so high that we can assert despite of the lacking corresponding for the rest of eight characteristics of leader from this study, the eights would be able to be applied by tour leaders as following:

1. Understand his members very well
2. Fight those who challenged his authority by keeping them close to him
3. Exploring his own potential
4. Concession, give up the insistence or authority
5. Failure encourages oneself to re-adjust and re-start
6. Employee/(tourists)-oriented, production-oriented or achievement-oriented
7. Unless leader has such character as virtue and moral, his/her people will not show with the values of contribution, trust, etc.
8. Power comes from Greatness, but sometimes it comes from Sacrifice

Discussion

1. Understand Followers/Tourists Well

   The leader (Shackleton) knows his men very well- gets to know as many of the employees’ strengths, weaknesses and expectations as possible so that he could
   (1) match each person to the position he enjoyed and for which he was best suited; never expects one to do more than one is capable of; (2) keep spirits high and inspires optimism in everyone; (3) help each person reach his/her potential; (4) maintain an established routine and structure so that his men feel secure. It was no wonder Shackleton’s crew and he finally arrived safely on Elephant Island.

2. Touching Them/Tourists

   The leader (Shackleton) fought those who challenged his authority by keeping them close to him, gave them the chance to think about things and then apologized for what they had done, no punishment or revenge but touching them, in the hope of winning them over and gaining their support. And he did.

3. Constantly Strive for Perfection

   Shackleton had more to do with exploring his own potential than exploring the Antarctic, always
endeavoring to do still better. And he indeed is successful. If you a tour leader, you need to fully develop your potential so that the best service provided to the tourists could be possible.

4. Concession, Give up the Insistence or Authority

In *Crimson Tide*, when the two leaders set down their insistence, they were more respected by their subordinates, especially when facing that crisis, they yielded to each other, made a concession and gave up their insistence or authority, the crew in the submarine were all saved and the interest of US was maintained. That is so called, ‘yield for a moment, and the wind shall calm and the wave subside; take a step back, and the sea is broad and the sky open.” That means, patient in one moment of anger, you will escape a hundred days of sorrow. When you are a leader especially tour leader, the character of concession, give up the insistence or authority most times is important.

5. Failure Encourages Oneself to Re-adjust and Re-start

Failure is an essential factor in improving leadership skills. Going for risks becomes more acceptable as options narrow. Sometimes the potential rewards at the end of a daring venture justify the risk of suffering a spectacular failure. Failure can be a good thing in improving leadership’s skills and encourages oneself to readjust and restart after facing failure. Leader failing should obtain a lot of experience; it will be able to find a way to turn setbacks and failures into an advantage. If you faced fail even in the most stressful situations in your tour leading one day, don’t be upset that we are part of a larger world that might benefit from the expertise.

6. Employee/tourists-oriented, Production/service-oriented or Achievement-oriented

A leader is identified as a person doing well in selecting the best and outstanding expertise, taking decisive action, and making a total commitment in the execution of plans (= planning and organizing, problem solving, supporting, determination); and if such a leader goes for travel industry to be a tour leader, he/she, the front-line service staff, will affect a tourist’s satisfaction with the tour, concern for customers, and concern for controlling the group climate, and will better match the needs of the tourists, which is kind of execution of tourists-oriented, production/service-oriented. Furthermore, a leader is with self-confidence, willingness to accept responsibility, a high energy level, decisiveness, and perseverance; consequently, the leader performs as a tour leader, he/she will make tourists easily achievement-oriented.

7. What Leader will Promote What Culture

Unless the leader has such character as virtue and moral, his/her people will not show with the values of contribution, trust, or cooperative action. Hence, it is important to cultivate a leader, especially for tour leader, with the leadership of moral, virtue, and above all, social responsibility in environment etc. in order to reach the success of the responsible behavior of the tour group and tour agency.

8. Power comes from Greatness, but sometimes it comes from Sacrifice

Power comes at a stunning price but the most important as the President in the film said “Power comes from greatness.” The President in the film, wise, consistency and he must do well in problem solving, make difficult choices and take decisive action. He believes that the leadership is persuasion, not domination, persuaded people to acknowledge the Vice President to build a cohesive and goal-oriented team in order to pursue a common goal which is important for the responsibilities and welfare of the U.S. A leader is identified as a person with intelligence, self-confidence, determination, and consistency. Dr. Baron stated above that he has some power over his followers because they willingly allow him to lead them. If they ever decided not to willingly follow any more, he said, he would have no power (no influence). The power as his followers’ allowing him to lead them and make decisions that affect them. Therefore, if you go for a tour leader, for tourists’ need or group welfare, you may need to sacrifice your
benefit, kind of concession or yield, which will be absolutely important. That is why power comes from
greatness and sometimes it comes from sacrifice.

RQ1. What are the new characteristics of leader?
   From the Table 1, there are eight characteristics of leader without corresponding and they are new
characteristics of leader as follows:
1. Understand his members very well (1)
2. Fight those who challenged his authority by keeping them close to him (1)
3. Exploring his own potential (1)
4. Concession, give up the insistence or authority (3)
5. Failure encourages oneself to re-adjust and re-start (3)
6. Employee/tourists-oriented, Production/service-oriented or Achievement-oriented (3)
7. What Leader will Promote What Culture (4)
8. Power comes from Greatness, but sometimes it comes from Sacrifice (5)

RQ2. What differences exist between the characteristics of leader and characteristics of tour leader?
   Refer to the Table 1, almost all of the characteristics of tour-leader from literatures review are
generally similar (corresponded) to the characteristics of leader from Novel/Film/Interview, their
similarity or compatibility is so high that we can assert despite of the lacking corresponding for the rest of
eight characteristics of leader from this study, the eights are the only difference between the both ; that is,
the characteristics of leader more eight new characteristics than those of tour-leader.

ORIGINALITY/VALUE
   Contribute eight unique research results to the academic and professional study of the leadership
style applied to tour leader. In summary: (1) Expand scope of theoretical knowledge; (2) Add
empirical eight new characteristics of leader to support the theory; better understand of leadership,
expanding the styles from movies, novel, and interviewing and add to what is known; (3) Provide
effective tools for travel and tourism industries, relative enterprises, to apply the results, in the
competitive environment; assist travel and tourism industries marketers in further developing a greater
understanding of the relation of tour leaders and training program.

CONCLUSION AND RECOMMENDATION
   The purpose of this study is to add new leadership dimensions to those of tour leader to what is
known. Qualitative research approach was used to identify significant issues and draw out important
managerial implications and compare with the quantitative of literatures. This study focuses on seven
important resources of the style of leadership, described and analyzed, e.g. Shackleton excelled in leading
effectively in a crisis and was technically sensible, genuinely considerate of the whole team’s welfare. He
addressed his men, leaving no doubt that he was in complete charge and that he would get them through
the crisis if they would stick together and trust him to the end (in a positive outcome.) The story was
simple but shown what characteristics of leader are and full of educational benefit especially in the
cultivation of leaders. The film can be applied to cultivate tour leader or recreation leaders in our rapidly
changing society and business climate. Tour leader also requires the performance of significant emotional
labor, EI abilities can be achieved through a comprehensive training intervention. In addition, taking care
of the welfare of the group, chasing out the plotters, energizing followers so that climate of is built to embrace diversity with trust and respect and even friendship in travel agency. **Recommendation:** The results of the study can help travel agencies to draw up an appropriate marketing strategy and develop and enhance tour leaders’ EI abilities based on the results of self-evaluations as well as extend literature on service performance in the travel industry or academy. Any tour leader should refer to the result of this study and commit to his/her work and makes himself/herself accessible to the tourists/consumers, listens to their concerns, and keeps them informed about activities is important to reach a fair outcome.

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