

Legacies from **Nurturers** in Tourism; Inspiring People for **Communities**

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Abstract | In this paper a review of pre-requisites for supply side competency in developing community-based tourism is offered. Using an interpretive and phenomenological approach, the skills, aptitudes and capacity to nurture within the community, are considered in a focus on improving a destination's ability to sustain tourism as an element of development. This development agenda is dependent on marshalling an array of skills in a complex, differentiated and individualised marketplace. It is difficult to achieve triple-bottom line sustainability without acknowledging key skills in nurturing planning, policy interpretation, building of networks and partnerships, building relationships with other hosts in the community, understanding and interpreting triple-bottom line sustainability, mentoring others, understanding lifestyle choices, innovating whilst at all times enjoying and living a chosen life (Tinsley and Lynch, 2001). Nine UK based informants prioritise the antecedents of successful tourism development from a community-based approach. This paper seeks to identify and illuminate practices amongst stakeholders termed 'nurturers' that develop tourism and destinations through excitement of image and identity, engagement of many and often diverse groups of people, capturing values and beliefs that are often inimitable and working with supportive public sector stakeholders.

Keywords | Nurturer, tourism development, enterprise, values, beliefs

1. Background

There are several criteria for a successful tourism industry regardless of a destination's location. Firstly, one of these is the presence of an exci-

ting, stimulating and fascinating destination (Sarin, 2004). Another is the engagement of fiercely proud and similarly exciting and stimulating local people (Ray, 1998). A third is a vigorous and locally developed strategy to capture values, beli-

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efs and expectations of those local people (Dredge & Jamal, 2015). A further component is a very supportive and exciting and stimulating local government (Moscardo, 2014). What is also important in the third millennium is the active engagement and presence of individuals, teams, in fact any person, who can be relied on to foster, nurture and encourage further enterprise and innovation. This innovation and enterprise is critical to support the destination in its development. It is also critical for managing the resources and planning the future deployment of those resources, including key people, for the benefit of the entire community (Andereck & Nyapaune, 2011; McGehee et al, 2010; Shaw & Williams, 2009; Tinsley & Lynch, 2008; Dredge, 2006; Lynch, 2005; Tinsley & Lynch, 2001). Without these nurturers, these signposts of enterprise, many destinations will lose focus on the existing values and beliefs and lose enthusiasm to encourage development that meets what we call the triple-bottom line of responsible and sustainable development.

Through the lens of effective leadership and skilled management this paper identifies and prioritises factors for tourism development, in the context of the developed North, and issues that help broaden the opportunity for tourism to become a central theme in development that can lift community social capital, will create better understanding of shared values and through nurturers can articulate the best aspects of a learning destination. Organisational capacity to nurture and encourage, nor specifically at gender issues in nurturing but more at the capacity and antecedents to nurturing within a range of stakeholders is not explored. Key to success in private and public sector tourism development includes dedication of leadership in communications, public relations, informatics as well as the more prosaic but essential focus on investment and infrastructure, marketing, research and development and many skills for sustainability (Coles, Dinan & Hutchinson, 2013). To nurture, here is a dictionary definition:

"to encourage somebody or something to grow, develop, thrive, and be successful to keep a feeling in the mind for a long time, allowing it to grow or deepen" Encarta Dictionary

This paper explores the antecedents of inspiring nurturers based in the East Midlands region of the United Kingdom. It also investigates, through participant observation and professional conversations, the ingredients to success in nurturing tourism development. Through a variety of stakeholders' perspectives the core competencies of successful nurturers are analysed. Some stakeholders reflect on the contribution made through a review of development. Other stakeholders muse on the contribution they have made from a critical, reflective and constructivist approach.

This paper has four sections. In the first section a review of the literature relating to enterprising individuals, innovation, pre-conditions for innovation, and characteristics of people who inspire others and capture the values of communities is presented. A methodological approach predicated on the perceived value of interpretive socially constructed and action research models of nurturing that have been used is then justified. Participant observation and professional conversations form the basis of the discussions one-on-one in unstructured interviews conducted in the Peak District.

In the last section a review of the discussions with inspiring and nurturing individuals is presented and from those discussions, interviews and reflections Conclusions are drawn to encourage practitioners, academics and students to validate future work in the importance of inspiration and nurturing within destinations by certain people with special characteristics and skills. A final section takes the reflections and presents recommendations for the improvement of shared wealth in social, economic and environmental factors in developing tourism destinations. The study was guided by

certain academics with specific values and research outputs that have guided the experience of enterprise and innovation in tourism and attribute the focus that is presented here on the basis of the past two decades' of academic achievement almost exclusively in the developed North; the US, Canada, Scandinavia and the United Kingdom. From Australia the literature has also supported a constructivist and interpretive philosophical approach. I am indebted to those scholars who have conducted field work in rural, resort Australia.

2. Literature Review

This paper is written from the perspective of the more-developed north. It is not essential nor predicted that the skills and characteristics of United Kingdom nurturers be pre-conditions for success globally and do not make any judgement for the rest of the world on that basis. Prior research has been conducted on the role of people within tourism organisations as nurturers and of females specifically in the role of nurturer (Polo Peña et al, 2015; Stavroulakis et al, 2013; de Brito et al., 2011; Anthopoulou, 2010; Kunz & Fleras, 1998).

Tourism is often characterised by the fragmented and inter-dependent nature of linked businesses in the supply chain (Jones & Haven, 2005). It is characterised by the multiplicity of organisations that are involved or potentially involved in providing goods and services for visitors, be they in one destination, be they anywhere on the globe. Visitors demand a range of services to achieve their goals and live their temporary lives on holiday, vacation or for business travel. The capacity, aptitude and skills to fulfil all promises to a variety of visitors and satisfy their demands, be they for experiences of for completion of a business task, depends on the service levels delivered by individuals from this fragmented and diverse range of

services (Thomas et al, 2011; Carlsen et al, 2008; Getz & Petersen, 2005; Morrison & Teixeira, 2004; Shaw, 2004; Morrison et al, 2003; Thomas and Long, 2001; Lange et al, 2000; Getz and Carlsen, 2000; Page et al, 1999). On the face of it, phenomenal capacity is required to match the complex and vast array of visitors' needs (Smith, 2012; Hall, 1995). This paper examines how capacity, skills, aptitude and attitude of exemplary tourism service providers can be matched to these complex interactions. Over the past fifty years research has been conducted into the perceptions and expectations of visitors; we have the celebrated and much criticised service quality model as a guide to managed encounters in the service sector. We have the quality experience benchmarking literature developed with service excellence and ways for business to secure long term competitive advantage available as a lens for exploring best practices in tourism and its development (Brandth & Haugen, 2015; Murphy, 2013; Altinay et al., 2012; Sampaio et al., 2012; Lee-Ross & Lashley, 2010; Lashley & Rowson, 2010; Lashley, 2008; Jones & Haven, 2005; Morrison & Thomas, 1999; Ateljevic & Doorne, 2000; Thomas, 1998, 2013; Thomas et al, 2011; Shaw & Williams, 2004; Gronroos, 1984). These two areas for analysis and synthesis in method, application and managed experiences have a good pedigree but are acknowledged as precedents for excelling in provision of skills sets for delivery of visitors' experiences and the subsequent literature over the past fifteen years should be added to the mix in co-creation and co-production in the experience economy (Edvardsson et al., 2011; Williams & Shaw, 2011; Binkhorst & Den Dekker, 2009). Table 1 summarises key characteristics of engaged nurturers transforming destinations and supporting communities selecting tourism activity. The Table also identifies how new knowledge is captured and transformed and has been interpreted for success in destination management.

Table 1 | Engaged nurturers transforming communities

Nurturer Characteristics	Knowledge Managed	Knowledge Transferred
Igniting the spark of entrepreneurship	Capturing values and informing new worldviews	Sharing good practices (Thomas, 2012) Smith Making a socio-economic contribution to the community (Mol, 2010)
Caring for people by navigating funding sources	Globally embedded network and solid projects	Monitoring and managing funding (Heeks and Stanforth, 2014) New identity forged (Saarinen, 2004)
Capacity to make a difference is shared	Resources are shared	Change adaptable and amending to new priorities (Dredge and Jamal, 2015)
Bridging the gap and supporting the under privileged	Engaging people and supporting endogeny and participating in complex multiple membership of networks	McCool's messiness (2009) New world views (Mol, 2010)
Flexible approach and awareness of challenging mobility and uncertainty	Sources of competitive advantage through quality management	New identity formed (Saarinen, 2004)
Interpreting and making things for others 'piercing clouds of un-knowing'	Overcoming existing capacity constraints and supportive public sector partners	Funding and resource sharing; knowledge transfer (Puhakka et al, 2009). Engaging key actors (Beritelli, 2011)
Mentoring	Making a socio-economic contribution	Puhakka, 2008 and Mol, 2010.

Source (elaborated by author from the literature).

The importance of nurturers in the development of community-based tourism is well documented (Stavroulakis et al., 2013; Mol, 2010; Puhakka, 2008; Hull & Milne, 1998). From the nurturer's perspective changing the world and giving new life, new meaning and directions may well prove to be important (Reisinger, 2015; 5). This paper intends to capture the essence of learning, changing and mentoring others as well as creating the reflective individual. The gap in knowledge may well be the emphasis and flavour that my informants consider important to them, important to the service sector (rather than narrowing focus to one element of development) and some themes that can be identified through that reflection. As Reisinger (2015) mentions in the introduction to her edited book on transformational tourism (2015) it is necessary to relate the character and outcomes of nurturers; to see the intersection between skills, values, beliefs and purposeful lives lived, emergent confidence in experiences lived and explicit reflection on direction, purpose, identity within the community at the destination or explicit reflections on roles played.

An emerging community-led tourism and regeneration focused learning destination is one that can assess beliefs and values, develop a programme for community-based tourism, monitor that programme and manage the outcomes with participation from a variety of stakeholders. In other words, no person's values should be ignored, everyone can contribute, residents and visitors perceive their equity in social capital to be raised, those responsible for governance do not feel hindered by that responsibility and co-operation is at the heart of the business plans (Gibson, 2006).

Manufacturing, retail and services, adding value to primary production, education and communication are not secondary choices in this model. The focus on nurturers does not propose to any community a set of indicators that will drive tourism forward at the expense of substitutable activities. However, stakeholders with a special interest

in tourism must evaluate alternative choices in business that do not compromise established shared values, beliefs and practices. At the heart of this model, where nurturers can encourage other community residents to move forward with any plans is the learning of new ways of being, doing, evaluating and reviewing choices (Moscardo, 2003). The relationship can be seen as describing a continuum (or something like this is needed to set it up) At one end of a continuum is a focus on successful outcomes of shared action. In this example a business management focus that contributes in equal shares to the majority of stakeholders' benefit. At the opposite end, or start point, are the pre-existing skills and attributes required of stakeholders. These skills are predicated on the capacity to learn from others, the ability to analyse and synthesise for decision support, the ability to understand co-operation through networks, partnerships, collaboration and a grasp of the need to interpret governance and policies into appropriate plans for the health and wellbeing of the destination. The continuum model also creates a repository of new knowledge to be shared between partners and between destinations.

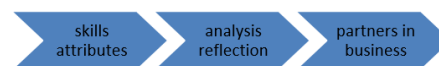


Figure 1 | A continuum of learning for transformation (Source author).

The continuum of learning in Figure 1 takes elements of knowledge obtained, stored and to be retrieved by nurturers in new world views, network and partnership development, inimitable services and products which have been captured for future use in competitive advantage and quality of experience for the destination. The route between learning and success entails elements of gender balance (Banks & Milestone, 2010), agreements on

lifestyles (Tinsley & Lynch, 2001, 2008), mentoring others (Carlsen et al., 2008; Lashley, 2008; Ateljevic & Doorne, 2000), capacity building in co-operation through events, festivals and celebrations (Jago & Deery, 2011), capacity to share values and beliefs in brand and identity (Dredge, 2006; Novelli et al., 2006; Ruhanen, 2012), competency to align skills with tasks and obtain concurrence on approaches to marketing, distribution, quality evaluation and outputs for future planning (Andreck & Nyaupane, 2011; Murphy, 2013; Shaw & Williams, 2004, 2009; Thomas, 2012; Gibson et al., 2005). Reflections on gender stereotyping, constraints on females choices of working, managing and leading in services for tourism, have been raised often as reasons for...or impacting on... (Brandth & Haugen, 2014; Langlois & Johnston, 2013; Kunz & Fleras, 1998). The suggestions are that gender imbalance in work, leadership and sustainability of the tourism organisations are problematic and gender and sustainability are interconnected concerns for all stakeholders. Problematic also is the concept of a lifestyle and sustainability and longevity and planning within this business environment and these concerns to leverage opportunities for development of tourism within the wider pantheon of development choices have some pedigree (Carlsen et al., 2008; Getz & Carlsen, 2000). Indeed there are optimists within the literature (Altinay et al., 2012; Andreck & Nyaupane, 2011; Dugan et al., 2011; Anthopoulos, 2010) where women are seen as emerging as powerful forces for development and we can start to embed success in the field of development through tourism. Banks and Milestone (2011) identifies now that women can take advantage of the complex and differentiated service delivery environment with their innate capacity to innovate in what are termed 'autonomous and reflexive' workplace practices. So, there is a sense in which gender issues can suggest we explore female capacity to adapt, capacity to enthuse and capture the expectations of nuanced, differentiated and highly

diverse needs in consumption today (Banks and Milestone, 2011). Even twenty years ago confidence was expressed that women were competently observed in matching consumers' expectations to their own' aspirations as business owners and operators (Byron, 1994).

De Brito et al. (2011) summarises the issues that enterprise typically owed more to advocacy, innovation, expressive leadership and community capacity building. These characteristics of durable tourism development do not unduly elevate gender issues within discourse of management and development. We have no special reason to elevate women only rationales for success in sustainable approaches and discourse. We should reconsider stereotypical perspectives of only women as nurturers and consider a broader view of capacity to enthuse and inspire others in the emerging relationship building management approach (Kunz & Fleras, 1998).

Finally, in this section we may reflect that strong local leadership is now changing to adapt to contemporary demand and supply-chain pressures and an outcomes-based approach adopted by leaders is what the new world order may be coming to depend on (Herchmer, 2012; 3). What is becoming certain is that nurturers need to establish their credentials with the business sector, with governance and with those responsible for overall sustainability of regenerated and developing western communities. As Stavroulakis (2013), Tinsley (2001 and 2008) have identified the nurturer positively adopts a commitment to sustainable and responsible development; to capturing knowledge as lessons are learnt and sharing that knowledge with others; to capturing partners in an equal relationship and using those relationships to build networks of informed owners and operators within the tourism sector through collaboration and co-operation that can support supply chains and meet exceptional new demands from an ever-better informed consumer (Morrison & Thomas, 1999; Morrison et al., 2003; Morrison & Teixeira,

2004; Page et al., 1999). The knowledge to be shared is essentially informal and derived from chaotic businesses often dictated by competitive pressures and complex choices to be made by business and government, perhaps working more together for shared values, beliefs and goals in a sticky and messy environment (Soininen et al., 2013; McCool, 2009). Shaw and Williams (2009) advocates the focus should be on tacit as much as explicit knowledge sharing or transfer; the environment is chaotic and complex; the stakeholders are becoming used to dealing with messy impacts of business, society and the environment and knowledge gained through research and application will inevitably need to be sticky. Sticky in adhering to competitive business advantage principles whilst simultaneously observing quality, equity in diversity and triple-bottom line tenets.

3. Methodology

Academics have approached the subject of tourism development and the eponymous best practice, often with empirical epistemologies and constructivist discourses (Jennings et al, 2015). This paper takes a constructivist perspective modified by the lens of professional conversation. This inductive and largely phenomenological approach, is predicated on a level of hermeneutic analysis of meanings as provided through engaging the nurturer in reflective mode. Throughout this paper the focus has been on supplier in tourism development aiming to meet the complex and differentiated needs of a variety of consumers. The focus is on provision of supply rather than satisfaction of needs. However, for the nurturer and disseminated skills purposes, the approach is interpretive, phenomenological and socially constructed. The method engages the start point of fifty years of analysis of competent tourism provision, and, as has been mentioned, primarily from a Eurocentric

perspective. The method delves into antecedents of success in provision from a subjective perspective and elects to test with contemporary suppliers that these input factors in provision are indeed pre-requisite to triple-bottom line delivery and reflection. In preparation for identifying the requisite skills to define a destination in possession of superlative development the capabilities and competencies of the respondents was accessed via the key literature. Professional conversations have been used in two contexts. The first is that of a selected group of respondents wishing to engage a dialogue in support of professional development in tourism and the process of conversation as being analogous to development and learning (Haigh, 2005). Conversations designed to explore and code practices that make sense to the respondents in their everyday life and marking achievements in their own stories (Forrester, 1999).

Lynch (2005), Carlsen, et al. (2008), and Getz and Carlsen (2000) offer an interpretive approach based on encouragement for new operators and small business owners and demonstrating ways to develop skills and competences; a view that has been borrowed here. Included in the literature cited are ways to inspire new recruits in SMEs and how to build teams. Succession planning, leading others, emulating best practices and how to generate plans from values, vision and identity are included in these a priori enquiries. These supplementary elements leads to a perspective on the learning cycle, model, reflect, and manage in a cyclical systems manner (Lemmettyinen & Go, 2009).

Frontrunners, by self-declaration, have been responding to the invitation to identify antecedents. Some agreement on aspects of nurturing and nurturers was required and in the discussion a review of the capacity and skills required to self-declare as a nurturer has been important. The respondents were asked to reflect on their own experiences, identify the learning and skills developed, the mentoring and nurturing they needed and they applied to protégés and partners. The in-

interviews were scheduled to the time and place of their choice. Some interviews were arranged by telephone; most were conducted face-to-face in a comfortable and non-threatening environment. It was deemed important to relax participants and to convince them that the responses would not identify the individuals in the report. A trend towards lifestyles and enjoyment of the role in tourism encouraged a research approach that demonstrated respect and professionalism (Thomas, Shaw & Page, 2011; Lynch, 2005).

In all, nine respondents kindly donated time and energy to analysis and synthesis of their roles, reflecting on successes and some failures and helped to prioritise the list and sequential nature of nurturing in tourism development. These respondents were invited to participate in unstructured interviews. The themes were established from the literature and were expanded as necessary through the respondent's choice. Through their profiles, their visibility, their engagement through media or other means of communication, respondents were deliberately selected. This selection approach ensured that there was an awareness of the need for the private sector to be supportive by nurturers, that these respondents were mindful that they were organically high-profile within the tourism sector. Quite often the respondents admitted to their preference to create a legacy in knowledge transfer to other possible private sector entrepreneurs. Rarely would the respondent be categorised as an employee within the traditional trading model in tourism operations. This self-selecting approach broadly acknowledges the approach to business start-ups and features of enterprise in previous studies within the UK (see for example, Gibson et al., 2005).

Limitations include small sample size, geographical constraints and possible limitations on findings to other destinations as a result of the somewhat homogeneous sample. In total there were eight female and one male respondents with ages from early thirties through to sixty-five plus. All

respondents have been engaged in either the public or the private sector and held paid employee or employer status acknowledging their role within the tourism sector. Several have experience as paid consultants; others as entrepreneurs.

4. Findings

In this section the expectations and conditions for building and sharing skills and knowledge in tourism development and antecedents to nurturing are explored. With no scripted questions the respondents agreed to discuss their position in sustaining business and professional outcomes in regeneration, development, capacity building, mentoring and maintenance and through tourism development as an instrument for these purposes. In addition the relationship building activity was a focus for such things as succession planning, strategic thinking, ways to take vision into practice, their version of the learning cycle (Kolb & Kolb, 2005). Most respondents pursued themes in additional areas including reflection on their experiences, quality of welcome and consumer experience, ways to deliver on products and services and offer of superlative customer care.

5. Discussion

Respondents were also asked to reflect on success and failure and consider the legacies of their various, differentiated, individual and personal fortunes. No definition of success or failure was suggested to them. Some of the respondents identified the specific components of success through tourism development and these components did include an orientation towards quality of service provision and matching skills to business objectives. In this section we re-visit some of the characteris-

tics and behaviours of the nurturers by organising key themes repeated from the literature and offer suggestions from these themes for destination managers and other key stakeholders in the public and private sector to consider for their own future development.

Respondents identify that diversification and regeneration are necessarily resource hungry activities. How to pay for project work; ways to turn ideas into practices and gaining kudos for newly created social capital have given respondents encouragement and endurance.

"help broaden the opportunity for tourism to become a central theme in development that can lift community social capital, will create better understanding of shared values"(Respondent A).

Practices include bidding for funding to support regeneration, diversification, product extensions and six of the nine respondents attribute their roles in this context. The practice of writing and negotiating for others is at the vanguard of findings. Essentially the possessors of this skills set acknowledge a contribution to inimitability and knowledge transfer that typifies an innovative and entrepreneurial approach to development within their communities.

"There is mission drift but caring people can navigate streams of funding"(Respondent I) "I have immense curiosity for everything and how I can encourage others."(Respondent B). "the reason I got the job here is embedding knowledge from previous successful HLF funding."(Respondent C) "I feel a personal rosy glow from my successes. People want changes and are right behind you. The trauma of planning the future was worth it."(Respondent F)

This respondent acknowledges limitations in capacity to implement change despite being possessed of ideas to make changes in the community. The paradox is having skills needed but apparently being thwarted by external problems. Barriers in the current reduction of resources in the public sector has impacted this nurturer's capacity to see change happen.

"my role is keeping people energised. My partnerships used to have strength and now the capacity has gone."(Respondent C) "relationships have disappeared and new organisations are now involved. I am optimistic despite the challenges of rejected funding applications."(Respondent C) "Tourism is nose-diving as no public sector body wants to pay for it. People want to run a successful business and are not keen on a government certificate for their skills. Desperately sad that governments come and go but will not support tourism businesses and I've seen this over and over again."(Respondent F)

All respondents acknowledge managing expectations as a core factor in their success. The context here is managing diversity and multiple needs of tourism and business stakeholders.

"Priorities for the future include maintenance of what we already have, we are disparate and here are 'unders and overs' ". (Respondent F)

A further skill set demonstrated is the capacity to turn ideas into practices that inspire others. At the core of this inspiration is the establishment of key performance indicators that reinforce quality of product and service for longevity and inimitability at the destination. In doing this the inimitability is in process and outcomes.

"You can deliver bespoke training and you can engage but you need to want to deliver customer service."(Respondent B)

The presence of this innovation and fearlessness in implementation is reinforced by skilled process experience as well as outcomes in identity, brand and memorability. Almost all respondents express elements of uncertainty but fearlessness is equally present.

"We are adapting to a different climate and pulling in European money couched in terms of developing confidence and work ready outcomes"(Respondent F)

Most identified that a specific focus on using networks and partnerships to further opportunity in business was critical and that this focus seldom compromised their business strategy.

"It is important to have a legacy for the future of our children"(Respondent A) "my remit is to work with the local community and I can help bring in more funding because of my work with Heritage Lottery Fund"(Respondent G) "People learn a few new skills and get confidence and that's it."(Respondent A). "new blood is coming through - there's a new secretary and a friend of mine"(Respondent H) "I'm still passionate about...and I like putting something back into the community."(Respondent H)

The research attempted to balance gender in the selection of respondents; this was however a flawed approach as the tourism development agenda appears dominated by females. These females are self-declared champions of those without the skills, capacity or attributes to succeed. They

support others, mentoring and directing peers into new opportunities and are expected to focus on altruism, almost philanthropy, in their endeavours to undertake these roles.

"very aware of her skills and confidence, confidence from many years of running a successful business and being at the heart of sustainable organic principles."(Respondent A) "I am still making connections but women are being shot-down and ignored - we are not taken seriously."(Respondent D)

Another common theme is a can-do attitude and a hands-on approach to development. The respondents do not act without courage, purposefully accepting many challenges with a cautious acceptance of risk and inherent dangers of being at the vanguard of change.

"I am optimistic with the challenge of unsuccessful funding bids."(Respondent C)

A further emergent theme is the flexibility of the individual in response to relationships and building networks for future prosperity. This flexibility is sought in creating a business from a complex and informed modern consumer. The consumer dictates the business model that works to deliver sustainable futures in tourism development (refs). The focus is on the capacity to adapt to changing patterns of consumer behaviour and managing change through the supply chain and partners needed in spaces and places selected for new operations or diversified services.

"flexibility in responding to change is key. People expect good quality so we need to persevere."(Respondent E).

Several respondents bemoaned the lack of knowledge transfer and knowledge retrieval used in

sustaining tourism development. These are critical aspects of mentoring others in tacit as well as explicit knowledge yet there appears to be limited exposure to embedding new knowledge and enabling new operators to explore lessons learned from past experience and attempted exploration. The experiences seldom reflect the proposed exchange of information that has been targeted in the literature (Shaw, 2009; Tinsley, 2008, 2001).

"I like making things understandable to people...I like piercing clouds of unknowing"(Respondent B). The conversations with the selected respondents have produced several themes, often referred to in social constructivist terms, as lenses of discourse and inter-disciplinary in nature. The respondents do not necessarily identify with the specific aim of visitor industry management to provide exemplary quality-based services to highly mobile and demonstrating the unpredictable behaviour of experience-economy relationally-important consumption (Puhakka et al. 2009; Pine and Gilmore, 1999). In fact the conversations did touch upon diversity, mobility, uncertainty and what McCool terms messiness (2009). "I am optimistic that I can help human potential.I can specialise in doing things before others"(both Respondent A)

This paper aims to decipher from the uncertainty and messiness some trends around which new entrepreneurs and small business owners can interpret a pathway to their own niche and success through their worldviews in the tourism sector (see Table 2).

In a pure managerial context the conversations can support a codified strategy for dealing with rejuvenation, regeneration, change adaptability by suppliers and knowledge management and sharing

between potential future partners in a network of suppliers and producers that can work on building business success through metrics and through a lens of comprehension with the messy and complex consumer market (Dredge & Jamal, 2015; Bramwell & Cox, 2009; Puhakka, 2008; Jamal & Everett, 2004). A series of lenses from systems thinking, appraisal of change managed adaptive marketing and developing new worldviews is a further outcome of these conversations (Heeks & Stanforth, 2014; Pritchard & Morgan, 2001; Hannam & Knox, 2005; Bianchi, 2003).

Nurturers have been discovered in this paper through self-selection, through referral, through engagement with a variety of stakeholders in a diverse set of connected networks and through desires to be personally successful and masters of aspects of management, leadership and in context with their own community. Such nurturers are somewhat fearless, indomitable, and inimitable and easily identified through their skill-base and evidenced involvement with a wider context than tourism might imply. The competences and capacity developed through service to community is occasionally reflected in the outward facing nurturer. Not all respondents would see that service provision and community-service engagement translates into leadership roles within the myriad of sectors in service management let alone a leadership role in tourism provision.

6. Conclusion

Reflecting on the antecedents and prerequisites for success in tourism development the following themes are over-arching and supported by findings. Appendix 1 summarises key themes in nurturing according to the developed themes of capacity to manage a business, awareness of quality management systems and achieving key performance indicators; use of research and develop-

ment tools. Capacity to manage business operations and lead on strategic planning is demonstrably a pre-requisite acknowledged by respondents. The literature focuses attention on the resources for development and skills required within the human resources specifically sharing knowledge of best-practice in sharing and writing for others (Thomas et al, 2011).

Quality management practices that enable partners and others within the destination to compete is also demonstrated through the conversations held. Experienced nurturers have the expectations of change and managing external factors and these experiences inform the competitive destination through the stamina and endurance the respondents reflected (Andereck & Nyaupane, 2011; Morrison & Teixeira, 2004; Morrison et al., 2003; Morrison & Thomas, 1999). Nurturers have a grasp of key performance indicators and sustainable practices that evolved from experiences. Some of these experiences were uncomfortable but a key here is the capacity to retain knowledge to inform others and avoid repeated mistakes. This capacity to be reflective and a learner is critical to success (Moscardo, 2014).

Innovation and entrepreneurial approaches to development are fundamental to nurturers' capacity to manage change and uplift research and development in business and in the public sector (Moscardo, 2008). Nurturers acknowledge their capacity to create, to tell and relate to stories and narratives that typify inimitable destinations. The fearlessness, confidence and capacity to teach others reinforces the focus on 'sniffing out' innovation in this complex, messy and chaotic environment for growth.

In conclusion nurturers acknowledge their difficult role advising, supporting, learning and teaching others from a practice-based perspective. Their worldviews are sometimes fraught with flirting with experiments that do not always have successful outcomes. As perspectives change, externalities change and the consensus is hard to achieve

we must acknowledge the altruism of the nurturer (Reisinger, 2015). This role is generally an unpaid one. In business terms these nurturers sometimes fail to sing their own praises and appear to be reluctant to incorporate their own capacity, skills and knowledge in communicating successes, using their resource in branding, identity and public relations (Gibson, 2006; Novelli et al., 2006). There is obvious work to do in communications and informatics that will help a chaotic and poorly articulated small business view of the future of tourism development (Shaw & Williams, 2009).

What is fundamentally important is that nurturers are generally content with their worldview; they are positive and focused on development and innovation and they inhabit destinations that are also pro-active and generally supportive of the intellectual and practical knowledge exchange that occurs.

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