

Professional Lecturer and Institution Development: The role of goal-oriented inspiring interaction

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ABSTRACT

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This study aims to accelerate and improve the accreditation status of Tourism Higher Education (THE). The research method uses quantitative methods. There were 92 respondents from 23 THE by saturated sampling techniques. The instrument used is a Questionnaire with a Likert scale of 1 to 7. The analysis method using SEM-PLS with Smart PLS 3.0 as a quantitative method and complemented by a Forum Group Discussion as a qualitative method to gain a more comprehensive perspective result. The results showed that the Top Management of THE must give challenging goals and targets to all lecturers so there are no asymmetric goals and targets. The common goal and targets start from publication in reputable international journals by lecturers with financial support and monitoring by the top management. Those lecturers who received top management support enabled lecturers to achieve position levels from expert assistants to head lectors (Associate professors). These achievements accelerate the chance of attaining THE accreditation status from the better to the best or superior. This research significantly contributes to the body of knowledge as lecturers are induced to have innovative Behavior. On the other hand, the management of institutions should adopt Goal-oriented, Inspiring Interaction rooted in goal-setting theory.

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Introduction

One of the primary goals of higher education is to get superior accreditation status. Higher education administration is therefore pressured to adhere to all national education criteria. The primary responsibilities of management in any organization are to establish and implement

policies.(Bendixen & Jacobsen, 2020). However, in the absence of policies and guidelines, an organization may end up in uncertainty. As Watson et al, (2023) stated that good policy may lead to sustainable growth. All lecturers at universities and colleges are required to carry out research and publish their findings in a reputable publication that is in quartile one or two. Both the standing of lecturers themselves and the enhancement of universities' or colleges' accrediting status depend on this need.(Lundberg, 2022). However, in vocational tourism higher education (VTHE), this is not easy because the lecturers are focused more on work practices with competency-based knowledge, skills, and work attitudes in the workplace or industry (Gardesten & Herrlin, 2024; Jensen & Ottesen, 2022).

Using dynamic capability based on recent studies, it turns out that leadership skills cannot always improve organizational performance (Mateus et al, 2021; Yang et al, 2023). The research states that organizational leadership ability, learning orientation, and strategic flexibility do not significantly affect organizational performance in private universities in Indonesia. The study results are about overall organizational performance and are not related to the rank of lecturers and accreditation as one of the attractions of choosing a university. Furthermore, researchers limit the scope of objects and objectives of this study to the performance of tourism universities found by Asvat et al.,(2019) that organizational performance for accreditation and ranking can be achieved with the outcome framework and local wisdom of each Organization (Bañuelos, 2021; Romanowski, 2021). Based on the above research gap, the researcher proposes the research question as follows:

RQ1. What are the feasible and workable policies to encourage the main stakeholders to upgrade their capacity?

RQ2. How to improve lecturer's career and organizational performance of VTHERs in Indonesia.

This study aims to analyze the implementation of cooperative leadership in tourism higher education in improving their performances in terms of lecturers' careers as the main stakeholders and accelerating their accreditation status (Jensen & Ottesen, 2022). This study uses goal-setting theory by implementing specific, measurable, attainable, result-oriented, and timetable goals (Locke & Latham, 2002, 2015). Moreover, the inspiring interaction by the management with the lecturers is adopted as a mediating variable that can contribute to the body of knowledge. Therefore this study is urgent to find out the possible recommendation to all directors of higher education, especially in tourism higher education (THEs), due to accreditation is the formation of the status, legitimacy, or suitability of an institution and study program (Bendixen & Jacobsen, 2020; Romanowski, 2021).

If organizational inertia continues to fail to implement numerous ways for achieving

organizational goals, dynamic capability—which includes the capacities underlying sensing, scrambling, and transformation—does not translate into capability. A dynamic organization is needed that empowers and mobilizes all resources to achieve the organization's vision, mission, goals, and objectives as Gupta et al.(2020) have revealed that the agility of the organization shall be in place. Moreover, the agility of the organization shall be in place, Shams et al. (2021) found that it aims to create organizational capabilities.

Strategy matters most during times of change. Organizational leadership is an important factor in focusing on a predetermined strategic plan. The previous research found that the dynamic capability of private universities has no significant effect on organizational performance (Yang et al., 2023). Universities must design a 5 to 20-year strategic plan to prepare infrastructure, facilities, and human resources, especially lecturers. According to DeCenzo and Robbins (DeCenzo & Robbins, 2005), management should people before you make the product. In other words, employee-oriented leaders, tasks, and goals will prioritize employee growth. After all, such a leader would prioritize a persuasion approach over a coercive or coercive approach.

To adapt to any change, a dynamic organization is required. Being able to be more flexible while maintaining focus on organizational performance goals is important. Furthermore, every university leader's primary objective is to improve the university's accreditation standing. The public's opinion of a university's quality of accreditation influences their decision to continue their education there. The accreditation status of THEs on public perception is very influential. Higher education accreditation is forming an institution and study program's status, legitimacy, or suitability (Bendixen & Jacobsen, 2020). Furthermore, accreditation is a revered idol (Romanowski & Alkhateeb, 2020).

The biggest hurdle for instructors is their performance in getting their work published in respected international publications. However, there is something extra, namely the power of accreditation body authorities whose process imposes standard practices and overrides epistemic and epistemological formations Alkhateeb & Romanowski, (2021); according to Vasudevan & SudalaiMuthu, (2020), although accreditation has a positive impact, it needs to be considered so that its fulfillment does not reduce the space to concentrate on core academics.

Dynamic organization in uncertain economic situations is necessary to cope with dynamic phenomena. Bocken and Geradts (Bocken & Geradts, 2020) suggested the urgency of structuring dynamic organizations to achieve dynamic capacity for organizational sustainability. If the organization can create a collaborative environment with leaders who can set clear, measurable

objectives that the parties can accomplish, the capacity to assess and resolve issues inside the organization can take a good turn right away (McLoughlin & Miura, 2017).

The organization's performance is the simultaneous result of all efforts made through human resources in the organization. Robbins, Judge, and Breward (2018) stated that if the employee has intrinsic motivation, his performance will be higher. Such employees know that organizational goals and one's own goals can be aligned without coercion from the business owner. Leaders need good performance management for mutual success in an organization, as well as in higher education, and leaders should plan, manage, and evaluate the success of their performance (Drucker, 2012).

Performance management is the systematic process of improving team and individual performance in order to increase organizational performance. Improving results for the business, teams, and individuals can be achieved by understanding and managing performance within a preset framework of preset goals, standards, and competency criteria. (Jesry et al., 2022; Kaplan et al., 2001; Locke & Latham, 2006).

The procedures for creating a common understanding of the goals and for managing and training personnel in a way that maximizes the likelihood that they will be met both now and in the future. Performance management is the development of individuals with competence and commitment, working towards the achievement of shared meaningful objectives within an organization which supports and encourages their achievement (Lin & Ling, 2021) as long as the individuals possess innovative behavior. Therefore, the hypothesis posits as follows:

H1: Dynamic organization has a positive and significant effect on Organizational performance

Innovation and leadership are the main menus for leaders to achieve their goals. Innovative behavior dominates strategic planning aiming to expect great success. The results of research conducted by Bautista-Puig and Sanz-Casado, (2021) state that Saudi higher education faces major problems around the development of human resources, especially lecturers. Hence, Aburizaizah (Aburizaizah, 2022) stated that lecturers' development should be in place for progressive accreditation. Aboramadan et al.(Aboramadan et al., 2022) found in the hotel industry that innovative behavior may lead to excellent green service performance.

Each college offers a set of risk management and quality assurance recommendations that facilitate the development of management strategies, tactics, and processes that reduce accreditation delays and quality hazards. (Jesry et al., 2022). Bautista-Puig and Sanz-Casado (Bautista-Puig & Sanz-Casado, 2021) stated in his research that the current challenge for universities is sustainability through the performance of interested parties,. To realize the

sustainability of interested parties, it is mandatory to carry out cooperation inter disciplines inside and outside the organization (Cottafava et al., 2022).

Performance management's main purpose is to build a high-performance culture where teams and individuals take ownership of the continuing advancement of business operations as well as their abilities and contributions within the parameters defined by capable leadership. Its key purpose is to focus people on doing the right things by achieving goal clarity. Specifically, performance management is about aligning individual objectives with organizational objectives and ensuring that individuals uphold corporate core values. The aim is to develop the capacity of people to meet and exceed expectations and achieve their full potential to benefit themselves and the Organization (Akram et al., 2020) by sharing knowledge. The hypothesis is proposed as follows:

H2: Innovative behavior has a positive and significant effect on Organizational performance

The policies and targets are limited to the purpose of this study as mentioned above. Higher Education institutions require higher accreditation (Niroo & Glass, 2022; Romanowski & Alkhateeb, 2020). The foundation for achieving this high accreditation lies in the lecturers who are an important part of showing their work. This work is assessed by external parties including higher education accreditation bodies (Aburizaizah, 2022). University leaders have specific, quantifiable, and attainable goals based on these demands, causes, and impacts. Furthermore, the policy mandates that each lecturer's objectives and the institution's objectives coincide for them to be achieved as intrinsic motivation. (Fernández-Mesa et al., 2020; Korzynski et al., 2021; Zhao et al., 2016). Goal-oriented, as described by Locke and Latham (Locke & Latham, 2002), relates to challenging goal setting. If the goal is too high, it probably is not feasible to achieve, and vice versa. If the goal set is too low, productivity is low and ultimately negatively affects the stakeholders' satisfaction. Furthermore, Locke and Latham (2013) argue that the goals achieved can be clearer when set in dollars and percentage increases to be easily translated into operational plans. Moreover, his task-difficulty findings have not been replicated when task performance has been done by innovative behavior. In this task and goal-oriented, the organization has to be dynamic to cope with every individual task, duty, and target. The vertical and horizontal organization is not proper for these dynamic needs and barriers of the lecturers.

In carrying out the challenges, it is necessary to have interactions that inspire the lecturers by the leaders of THEs. According to Gulden et al, (2020), clear and challenging goal-setting through inspiring interaction can result in achieving individual and institutional goals as common goals. This recent study aligns with the goal-setting theory proposed by Locke and Latham (2006) that group

goals should be set at the individual and broader levels; even conscious versus subconscious goals must be explained. In carrying out the challenges, it is necessary to have interactions that inspire the lecturers by the leaders of THEs and a conducive organizational climate (Zwikael & Meredith, (2019) in setting goals with a conducive organization led by collaborative and cooperative leadership, team members' morale, and innovative behavior (Reyes & Redoña, 2021; Sulosaari et al., 2022). Based on the above approach, the hypothesis is proposed below.

H3: Dynamic Organization has a positive and significant effect on Goal-oriented inspiring interaction

H4: Innovative behavior has a positive and significant effect on Goal-oriented inspiring interaction

H5: Goal-oriented inspiring interaction has a positive and significant effect on organizational performance

The main objective of this research is on organizational performances in terms of lecturer career and accreditation status as the main performances. As discussed earlier, in executing cooperative leadership, adopting a dynamic organization to be agile is mandatory to cope with short and long-term objectives.

The two key tools that leaders use to accomplish their objectives are innovation and leadership. Strategic planning is dominated by innovative conduct to achieve tremendous success. Saudi Arabia is likewise dealing with the same issue. The results of research conducted by (Bautista-Puig and Sanz-Casado 2021) state that Saudi higher education faces major problems around the development of human resources, especially lecturers. The recruitment and selection process of employees is largely inadequate and requires effective attention. All colleges offer a set of risk management quality assurance recommendations that allow the development of management policies, strategies, and practices that reduce quality risks and delays in their accreditation (Jesry et al., 2022). However, hiring without additional training would typically be a normal process that could demotivate lecturers as researchers and professors. As a result, the leaders will assist them by creating a favourable environment for agile cooperation. (Zwikael & Meredith, 2019). At the same time, (Latham & Ernst, 2006) predictions can be made by providing intrinsic motivation to millennials by identifying the possibility of achieving challenging targets. Intrinsic motivation for a higher rank of lecturers and a better accreditation for the colleges that both performances are closely interrelated. Persuasion can be done so that the work team always focuses on the task, responsibility, and integrity of achieving individual goals and organizational goals.

It is; therefore, the following hypothesis is posited.

H6: Dynamic organizations have a positive and significant effect on Organizational performance mediated by Goal Oriented Inspiring Interaction

H7: Innovative Behavior has a positive and significant effect on Organizational performance mediated by Goal Oriented Inspiring Interaction. According to (Gulden et al., 2020; Locke & Latham, 2006), clear and challenging goal setting through inspiring interaction can result in achieving individual and institutional goals as Common goals that shown on figure 1.

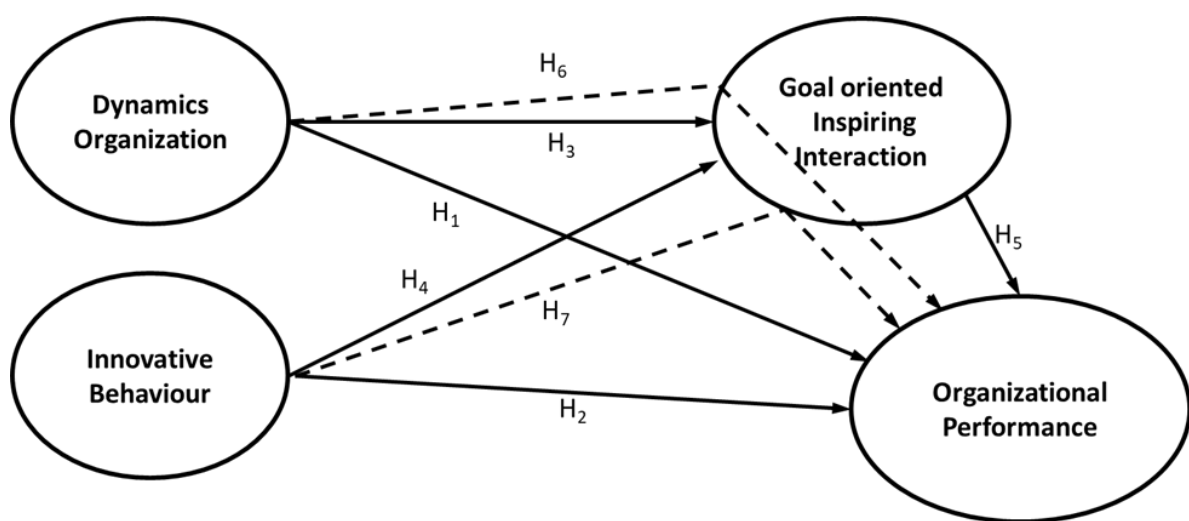


Fig 1: Research model

Method

This research is a mixed method that consists of quantitative and qualitative ones. The population in this research was drawn from all 23 higher education tourism institutions in Indonesia. The management team consists of the Director and three assistant directors in vocational higher education. It is therefore the total sample will be 92 persons, but the qualified ones were 87 (94%) (Hair et al., 2017; Sarstedt et al., 2017). In addition, the indicators reflectively predict each independent variable (Goodhue et al., 2012). (Goodhue et al., 2012). To broaden the sample, this research also involved 7 experts, consisting of 1 educational management expert, 1 educational technology expert, and 5 lecturers/educational practitioners to gain a more comprehensive perspective on the challenges faced.

Data is collected using a questionnaire whose validity and reliability have been examined before the survey. Respondents' independence is measured by the instrument using a scale of 1 to 7. Analysis method using a combination of quantitative and qualitative analysis. Quantitative analysis

using PLS-SEM with Smart PLS 3.0 software (Hair et al., 2017). The analysis was divided into two phases: the structural model (inner model) and the measurement model (outer model). By evaluating the validity and reliability of the measurement model, the analysis seeks to ascertain the connection between the construct and its indicators. To determine whether there might be collinearity amongst constructs, a multicollinearity test was also conducted. The structural model analysis aims to see the causality relationship between exogenous and endogenous latent variables as a determination of hypothesis testing. In addition to using quantitative methods, this research has also been complemented by qualitative methods in the form of Focus Group Discussion (FGD) to obtain more comprehensive perspective results. The FGD was conducted with 7 participants, consisting of 1 person representing an Educational Management Expert, 1 person representing an Educational Technology Expert, and 5 Lecturers or Practitioners in Tourism Education.

Result and Discussion

Result

The results of external model measurements intended to measure the validity and reliability of research instruments are shown in Table 1, while the description of the Construct and Questionnaire Items is shown in Table 2. This measurement tests whether the statements on the measured indicators have reflected latent variables using Confirmation Factor Analysis (CFA), with the outside loading result being completely above 0.700. Each information item has reflected latent variables: compensation, job satisfaction, transformational leadership, and job satisfaction.

Table 1. Confirmatory Factor Analysis

<i>Latent Variables</i>	<i>Indicators</i>	<i>Outer Loadings</i>	<i>Composite Reliability (CR)</i>	<i>Alpha Cronbach</i>	<i>AVE</i>
Dynamics Organization	D01	0,749	0,871	0,776	0,693
	D02	0,839			
	D03	0,903			
Innovative Behavior	IB1	0,922	0,960	0,948	0,827
	IB2	0,910			
	IB3	0,915			
	IB4	0,878			
	IB5	0,921			
Goal Oriented Inspiring Interaction	G0II1	0,847	0,925	0,892	0,756
	G0II2	0,847			
	G0II3	0,906			
	G0II4	0,876			
Organizational performance	THEP1	0,883	0,922	0,898	0,665
	THEP2	0,900			
	THEP3	0,764			
	THEP4	0,790			
	THEP5	0,777			
	THEP6	0,767			

Table 2. Construct and Questionnaire Items

<i>Latent Variables</i>	<i>Indicators</i>	<i>Questionnaire</i>
Dynamics Organization	D01	Our Lecturers are capable of gaining reputed journals such Scopus indexed
	D02	Our internal journal has been accredited nationally
	D03	Our Lecturers' journal can be seen on Google Scholar
Innovative Behavior	IB1	We are looking for new methods, techniques, or instruments to work
	IB2	We come up with original solutions to the problems at hand
	IB3	We found a new approach to carrying out work tasks
	IB4	We make institutional members feel important and enthusiastic about bringing out innovative ideas
	IB5	We systematically introduce innovative ideas into the practice
Goal Oriented Inspiring Interaction	G0II1	Joint agreement between lecturers and management of college planner
	G0II2	We do cooperate to comply with individual target
	G0II3	We have the necessary support from the top leadership to meet the agreed objectives.
	G0II4	Our lecturers received moral and material awards for each achievement under the agreed targets.
Organizational performance	THEP1	Our students are more likely to improve their quality.
	THEP2	Our students can achieve the expected competencies
	THEP3	Our lecturers have a rank level of time
	THEP4	Our Lecturers' Lecturers can produce reputable Journals (Scopus or equivalent)
	THEP5	Our Lecturers' Lecturers can produce ISSN Journal (Not yet accredited)
	THEP6	The total accreditation value of our institution can meet accreditation A (Very Good)

This study focuses on increasing organizational performance in the form of improving lecturers' academic positions and increasing Tourism Higher Education's accreditation status. For this reason, the reliability of the instrument has been tested. Composite Reliability (CR) values indicate an internal consistency of between 0.871 and 0.960. Thus the value of all CR > 0.7 indicates the construction has very satisfactory reliability. Alpha-Cronbach values show the same result; all > 0.7 indicates the reliability of the research instrument. The construct validity of the AVE (Average Variance Extracted) value is really above 0.5, which means that the validity of the construct formed is satisfactory. The results of the validity of the discriminant are listed in Table 3.

Table 3. Validity of Discriminants (Analisis Kriteria Fornell-Larcker)

	<i>Mean</i>	<i>SD</i>	<i>Goal Oriented Inspiring Interaction</i>	<i>Innovative Behaviour</i>	<i>Tourism Higher Education Accreditation Status</i>	<i>Dynamic Organiza tion</i>
Dynamics Organization	5,158	1,634	0,635	0,618	0,746	0,833
Innovative Behavior	5,865	1,017	0,802	0,909		
Goal Oriented Inspiring Interaction	5,803	1,215	0,869			
Organizational performance	5,538	1,298	0,774	0,732	0,815	

Overall, the results showed that all causal variables affect the work of THE. However innovative behavior has a very strong influence on goal-oriented inspirational interactions, with a result of 0.663. That is, lecturers have innovative behaviors to achieve their own goals because those goals align with the organization's goals. Further, the final model is presented in Figure 2.

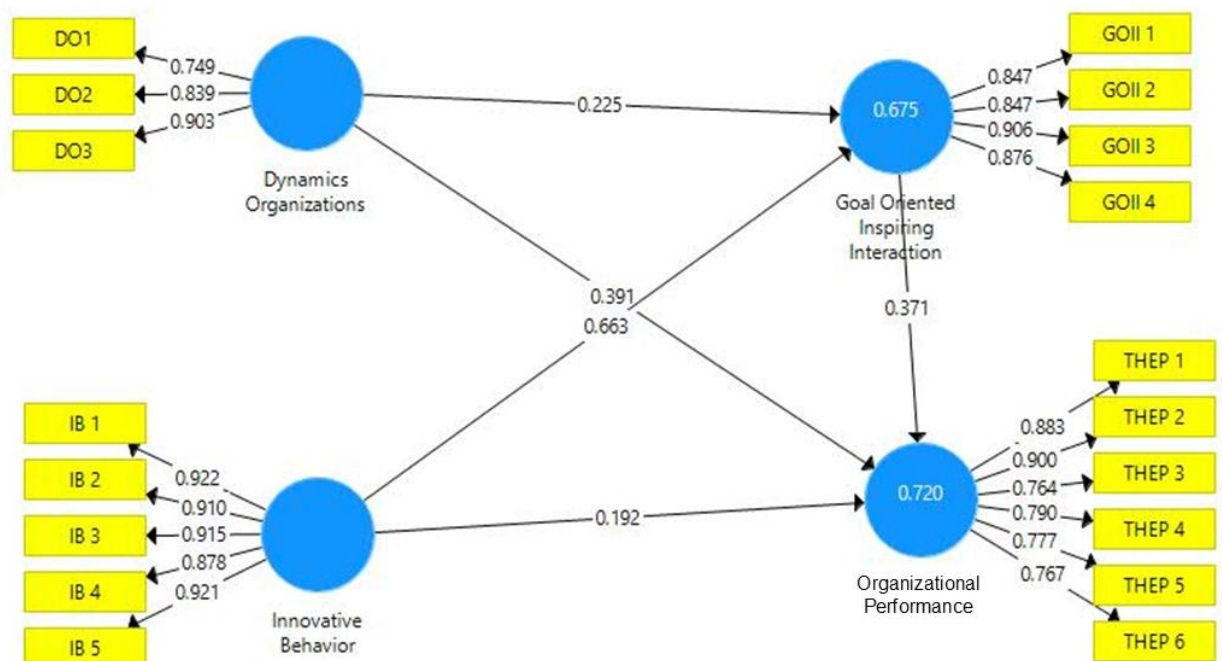


Fig 2: The final model

The results of the hypothesis based on the study can be seen in Table 4.

Table 4. Research Hypothesis Results

<i>Influence Between Variables</i>	<i>Original Sample (O)</i>	<i>Mean</i>	<i>Standard Deviation (STDEV)</i>	<i>t- Statistics (O/STDEV)</i>	<i>P Values</i>	<i>Conclusion</i>
Direct Effects						
Dynamic Organization → Organizational Performance	0,391	0,412	0,094	4,151	0,000	Significant
Innovative Behavior → Organizational Performance	0,192	0,205	0,149	1,286	0,198	Insignificant
Dynamic Organization → Goal Oriented Inspiring Interaction	0,225	0,232	0,092	2,457	0,014	Significant
Innovative Behavior → Goal-Oriented Inspiring Interaction	0,663	0,652	0,110	6,047	0,000	Significant
Goal-Oriented Inspiring Interaction → Organizational Performance	0,371	0,339	0,144	2,581	0,010	Significant
Indirect Effects						
Dynamic Organization → Goal-Oriented Inspiring Interaction → Organizational Performance	0,083	0,079	0,048	1,752	0,080	Insignificant
Innovative Behavior → Goal-Oriented Inspiring Interaction → Organizational Performance	0,246	0,217	0,095	2,596	0,009	Significant

Based on the results of hypothesis testing in Table 4 above ($\beta=0,391, p\text{-value}=0,000$), H1 is accepted. It is proven that dynamic organizations can explain positive and significant influences on organizational performance. These results prove management's agility in consolidating and collaborating human resources in organizations has been proven. However, the Innovative behavior variable does not indicate any positive or significant effect on Organizational performance; as a result, it showed that ($\beta=0,192, p\text{-value}=0,198$) means that H2 is rejected. This result explains that management agility is needed regardless of the presence of innovative behavior among the lecturers, as it may vary among them. The goals set by lecturers are individual and each person runs his own course so that it is not aligned with the Institution's goals.

A dynamic organization positively and significantly influences Goal-Oriented Inspiration Interactions ($\beta=0,225, p\text{-value}=0,014$) so that H3 is accepted. The unity of the vision and mission strengthens an active organization to achieve goals. Leaders and lecturers realize that the goals of

the institution will not be achieved without the success of lecturers. The speed at which lecturers fulfill their obligations, and the administration of education, research, and community service will not run smoothly without the help of education personnel. In this regard, the collaboration of interested parties supports each other and has proven to be significant.

Innovative Behavior has a positive impact and significantly affects Goal-Oriented Inspiration Interactions($\beta=0,663$, p -value=0,000); therefore, H4 is accepted. These results also show that innovative behavior will be enhanced and more vibrant if there is an orchestra of leadership within the parties. These results suggest that GOII as a novelty variable positively impacts management in a dynamic organization and innovative behavior.

Goal-Oriented Inspirational Interactions significantly impact tourism higher education accreditation performance($\beta=0,371$, p -value=0,010); therefore, H5 is accepted. Company performance is a complex and challenging task in terms of the time of achievement, quantitative results to be achieved, and dependence on leaders who realize the importance of the results of mutually agreed strategic plans. Leaders who are open to employees discussing ideas can encourage interactive communication that inspires all team members; agreements are supported to have a high commitment (Mihaljević, 2020). This kind of leadership is proven to improve performance in a company and THE, in particular (Abu Bakar, 2016; Dixon & Gross, 2021; Latham & Ernst, 2006).

The results showed that Dynamic Organization did not have an indirect and insignificant effect on Organization Performance mediated by Goal Oriented Inspiring interaction, therefore ($\beta=0,083$, p -value=0,080) H6 is rejected. Tourism higher education accreditation as Organization Performance related to this research only focus on the aspect of lecturers, while there are still other scope in accreditation requirements.

Innovative behavior has an indirect and significant influence on the Performance of Tourism. Higher Education Accreditation is mediated by Goal Oriented Inspiring Interaction($\beta=0,246$, p -value=0,009); therefore, H7 is accepted. Management with initiatives to carry out a dynamic organization has led to better performance. Thus, if Tourism Higher Education can behave innovatively with lecturers and education and management personnel in an active organization, then performance will increase. Thus, it is evident that lecturers' career development must be achieved as long as common goals can be maintained and accelerated. Agility can be built by bringing lecturers closer to leaders and material and technical support to achieve reputable journals such as Scopus (Bocken & Geradts, 2020; Dixon & Gross, 2021; Shinkai et al., 2020). Therefore, the variable Goal-Oriented Inspiration Interaction has contributed to the main role of how to work together and

how to knit individual and institutional goals interrelated with each other.

Innovative behavior does not have a positive and insignificant effect on the Accreditation of Tourism Higher Education ($\beta=0,192, p\text{-value}=0,198$); therefore, H2 is Rejected. Creativity that benefits the organization does not automatically improve performance. That is why researchers propose a novelty variable, GOII so that GOII can support innovative behaviors in improving organizational performance. Furthermore, the hypothesis can be analyzed below.

The results showed that THE leadership must give challenging goals to all lecturers so that there are no asymmetric goals. The common goal starts with publication in reputable international journals by lecturers with financial support and monitoring by the leadership. The results showed that based on the achievements of publications in reputable international journals, the management of the academic position level of lecturers receives leadership support so that the progress of the lecturer post

This research explores the constraints of THE leadership in improving their accreditation. The object of research in this study is 23 THE throughout Indonesia. The data collection technique uses purposive sampling with the criteria for respondents to be one Director and four Deputy Directors of THE who have low accreditation. Thus, the population in this study was 92 respondents of THE administrators, but those who returned the questionnaire were 87 respondents (94%). The limitation of respondents with the criteria of Director and Deputy Director aims to obtain information from Officers who do have the authority to represent THE. However, to gain more comprehensive perspective result, this research complemented by experts' opinions from 7 experts, consisting of 1 educational management expert, 1 educational technology expert, and 5 lecturers/educational practitioners to gain a more comprehensive perspective Based on agency theory, the Leader can perform actions that plan, direct, support, and monitor the performance of his subordinates. This study selected the main stakeholders as respondents to avoid mistakes in objective evidence collection, analysis, and report generation. However, it is the Leader who can transform himself and provide emotional support for the careers of his subordinates (de Oliveira et al., 2019).

Discussion

The purpose of this study is to improve a lecturer's career and accelerate organizational performance. The first hypothesis has been proved that the main performance is to improve the level of academic positions of the lecturers. This finding is in line with the previous research that one of the main requirements to gain THE's higher accreditation status (Bautista-Puig & Sanz-

Casado, 2021; Cottafava et al., 2022). The accreditation status of the college depends on the level of academic position of the lecturers, and it is very difficult to fulfill it, but it takes high competition (Callender and Melis, 2022). Therefore, management must be able to encourage them with inspiring interactions (Locke & Latham, 2002, 2006).

The lecturer's position cannot stand alone. They should be backed up with strong hands. It is, therefore, the second hypothesis was rejected. The root of the problem of delaying the best accreditation lies in the misalignment of lecturers and institutions (Bautista-Puig & Sanz-Casado, 2021; Grote et al., 2020; Manzoni, 2021). Magister and Doctorate graduates in tourism are still very limited, and it is still difficult to meet the prerequisites for leading research (Bendickson et al., 2016). These findings have answered the RQ1. On the other hand, the second hypothesis was rejected, during the FGD, and all the experts agreed with it. They raise the argument that innovative behavior is an individual character that may not directly influence organizational performance.

Hence, the third and the fourth hypothesis were accepted. Based on the results of this study, it was found that using the goal-setting theory perspective as a mediation variable was appropriate and valuable. First, all lecturers should be informed that allowances are given when ranks can be pursued every two years, both from universities and governments. Thus, the commitment of lecturers must be strongly emphasized by management in the continuous interaction of inspiration to pursue transformation (Rossi & Sengupta, 2022). These findings align with (Erickson et al., 2021), who stated that high commitment, supported by inspiring action of leader interaction, can bring positive results to the organization. As explained in the introduction, it takes Associate and Professor levels as a prerequisite to achieving superior accreditation status. Therefore, Tourism Higher Education can adopt a dynamic organization to cope with changes that may occur at unexpected times. Especially the new technology already in place post-COVID-19 pandemic, provided that a conducive organizational climate is in place (Zwikaël & Meredith, 2019).

Furthermore, the fifth and the seventh hypotheses were accepted, where the role of mediating variable is a significant effect on THEs performances. The GOII plays the main role directly and indirectly in supporting innovative Behavior. The experts suggested motivating Lecturers and other stakeholders by GOII aiming to increase organizational performance. On the other hand, the experts also underline the importance of learning organizations empowering dynamic organizations in every tourism college in particular, and in all organizations, in general (Senge, 1991). This is the essence of these findings aimed at improving tourism higher education accreditation status. Second, Tourism Higher Education leaders are advised to build teamwork to perform challenging tasks.

Higher targets are better for individuals and organizations if the Leader encourages the team by inspiring interaction over time in line with goal-setting theory. Third, in supporting lecturers in pursuing their respective goals, all facilities, tools, and equipment needed even, including assistance, will be provided by management.

The study also demonstrates the beneficial and significant impact of innovative behavior, which is mediated by inspiring encounters and target-oriented tourism higher education. This study demonstrates that the certification requirements imposed by laws and regulations can be met provided stakeholders show a strong commitment to one another. Nevertheless, the Strategic Plan requires both parties to meet the goal. To reach these goals cumulatively in the fifth year of the Strategic Plan's implementation, accomplishments must be tracked annually.

The study presents a new perception of managing THE. This model can be used as a solution to improve Tourism Higher Education accreditation and remain a competitive institution. (Gupta et al., 2016; Mikalef et al., 2020). On the other hand, the sixth hypothesis is that innovative behavior did not affect THEs performance, positively. This is in line with the weakness of lecturers in the absence of management's support. These findings have answered the RQ2.

Conclusion

This study aims to accelerate and improve lecturer's career development and the accreditation status of tourism higher education provided that a high commitment of lecturers and top management and a conducive organizational climate is in place (Latham & Ernst, 2006; Tosi et al., 1991; Zwikael & Meredith, 2019). From the results of the research and discussion above, it can be concluded that the increase in goal-oriented inspiring interaction can increase the accreditation status of THEs. THEs leaders are advised to build teamwork in performing challenging tasks. Higher targets are better for individuals and organizations if leaders push teams with inspiring interactions over time in line with goal-setting theory. In supporting lecturers in pursuing their respective goals, all necessary facilities, tools, and equipment, even mentoring, will be provided by management. By engaging in inspiring interactions, stakeholders can enhance innovations encouraging lecturers to deliver optimal performance and ultimately improve THE accreditation status.

This study has certain limits, though, as it was only able to focus on two goals that have been shown to produce significant contributions because of the urgency of the primary performance. Regardless of these limitations, this research significantly contributes to the body of knowledge as lecturers are induced to have innovative behavior supported by a climate of dynamic organization to cope with the high challenges. Additionally, as far as we know, this is the first study conducted in

tourism higher education. Therefore, for future research, we suggest conducting similar research in non-vocational colleges.

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