MANAGERIAL CAPABILITIES OF A CBTI IN TRANSFORMING COMMUNITIES INTO CBTEs

A case practice

Emre Erbaş and Utku Ongun

22.1 Introduction

As in many developing countries, in Turkey, community participation, in the exploration and development phases, in the tourism industry is generally through small business enterprises and hospitality. We see community members sharing their spaces for tourists by offering local food and beverages, accommodation, and knowledge of the area. The sharing grows and creates informal economies of scale. Tourists meet and enjoy the unique characteristics of local offerings in this exchange. However, as tourism increases, the small community enterprises and the community itself almost disappear from sight. Moreover, the absence of regulatory structures estranges the community from tourism. Instead, foreign enterprises dominate the industry. The products are fabricated and imported. Authenticity disappears and the supply of mass tourism is welcomed. Policies, plans, and programmes are developed to grow the pie. Naturally, the elitism in the formation and management of tourism authorities is undeniable. The government follows a system that institutes deregulatory measures at the top and more regulation and control for those at the bottom. Two decades ago, this was relevant for many countries, such as India (Dahles, 2000).

Today, through the sharing economy, communities, in the form of family-run and comparatively small-scale businesses, find more place in the current tourism system. Social platforms such as Airbnb, Eat With, Blabla cars, and tours by locals enable tourists to get services from the community directly. However, the dispersed structure of the community in the sharing economy is still vulnerable to threats from foreign and large-scale enterprises. For example, to compete with Airbnb, many hotel groups such as Accor Hotels, Marriott, and Hyatt make deals with sharing accommodation platform such as ‘One Fine Stay,’ ‘Oasis,’ ‘Host Maker,’ etc. (Ting, 2019). Similarly, local hotels buy or rent buildings to get a piece of the pie. Still, if the sharing economy is well evaluated, the tourism system can be deregulated in favour of community enterprises. It is well known that community enterprises are still one of the most important drivers of community participation in tourism. Hence, we need to understand how community-based tourism initiatives (CBTIs) develop such an umbrella (regulation) under which community-based tourism enterprises (CBTEs) grow and create the scope and economies of scale in the tourism system. As recent research shows, such an
umbrella is mostly possible through the composition of managerial capabilities such as collaboration with foreign organizations (Bertella & Romanelli, 2018); collaborative marketing (Ngo, Hales & Lohmann, 2019); designing operational and structural conditions (Zielinski et al., 2018); creating positive social capital (Çakmak, Lie & McCabe, 2018); and innovative financial modeling (United Nations Development Programme Turkey, 2018). However, there still needs to be additional research conduction to help us understand how CBTIs build encouraging and didactic models for communities to learn how to establish and operate their businesses. In a recent project by the United Nations Development Programme, Turkey, regarding community based tourism (CBT) development in Turkey (2018), it was concluded that the main essence behind the success of CBT projects is the existence of private-sector entrepreneurs. Hence, it is critical to understand the conditions under which CBTIs can teach and encourage community individuals how to develop their entrepreneurship skills. Additionally, we need to analyze their routines of social relations, social networks, and the managerial capabilities they have when disseminating their mission to the community.

In this chapter, through a real life example, we illustrate how the needed managerial capabilities are critical for the success of a CBTI model. The essence of this chapter lies in its focus on how the success of the case CBTI model is practical through the managerial capabilities of a single man (who owns the business in this case CBTI) during the creation and management of it. In other words, the case CBTI shows us how managerial capabilities create an operationisable role model that is vital in teaching communities that are establishing enterprises at micro (individual) level. The evidence from the case CBTI will help us understand; (i) the importance of diligence-based activities developed within the managerial vision and capabilities, (ii) how a CBTI can be a didactic model for the community to participate in tourism, and (iii) the importance of boundary objects and communities of practice in promoting and spreading the missions and visions of the CBTIs.

22.2 Review of the literature

The main rationale of CBTIs is to make sure that the community gets benefits from tourism in unity (Simpson, 2008). They aim to involve local residents in the operation and management of small tourism projects as a means of alleviating poverty and providing an alternate source of income for community members (Netherlands Development Organization, 2007). They are comparable to social tourism businesses, which are based on the combination of profit-making goals, social objectives, and equitable dissemination of tourism benefits among stakeholders (Franzidis, 2019). In the last decade, developing countries have placed substantial emphasis on CBTIs as a channel for intense local community participation in the tourism sector and thus in sustainable tourism as well (Álvarez-García, Durán-Sánchez & Río-Rama, 2018). In the literature, prominent functions of CBTIs that are emphasized are networking among stakeholders (Tolkach & King, 2015), conservation of the community (Manyara & Jones, 2007), training of locals (Stone & Stone, 2011), and meeting online and offline communities (Vaskelainen & Piscicelli, 2018). The research mostly centres upon how these functions can be strengthened. However, individuals in the communities have been regarded as a factor to be controlled and how such initiatives are built on the communities is ignored. The lack of empowerment of communities results in heavy reliance on national and global tourism players (Blackstock, 2005; Butcher, 2010; Van Der Duim & Caalders, 2008; Zapata et al., 2011; Goodwin & Santilli, 2009; Manyara & Jones, 2007).

Hence, we still need operationisable mechanisms to better guide the actors in the involvement of community individuals by teaching the latter how to have leading roles in
the tourism industry. As mentioned before, entrepreneurship is one of the most important channels for local communities to participate in tourism (Manyara & Jones, 2007). Especially in rural areas, locals have small enterprises in the tourism system (Lordkipanidze, Brezet & Backman, 2005). For example, McGehee and Kim (2004) found that it was easy for Virginia’s small farming families to develop agritourism activities (e.g., ‘pick your own produce’) and products (e.g., Christmas tree sales) and benefit from tourism socially and economically. Li (2006) found that even though they had minimal participation in tourism planning and development, the community in the the Jiuzhaigou biosphere reserve had received benefit from tourism in the form of small business ownership or employment in related jobs.

Hence, the primary function of CBTEs, especially in developing countries, should be making didactic models that community individuals can use to learn how to benefit from tourism through sustainable entrepreneurship models. In other words, for determining principles and diligence-based strategies that are influential, good leadership with well-pointed directions is essential (Manyara & Jones, 2007). Especially in developing countries, it is important to showcase such social entrepreneurship models for the creation and success of similar initiatives (Sloan, Legrand & Simons-Kaufmann, 2014). Therefore, clustering successful, small community enterprises to create economies of scope and scale is crucial for a sustainable tourism industry. According to the environmental entrepreneurial school of thought, along with the individuals’ motivations, vision, goals, and consequent actions, enterprises are moderated or influenced by environmental conditions (Bird, 1992). On the other hand, according to the integrative school of thought, if the environment is inviting (i.e., economically, legally, logistically, physically, and socio-culturally), and the entrepreneur feels confident in their ability to start an enterprise, community tourism entrepreneurship is more likely to be a function of two interactive factors (Koh, 1996). Concordantly, the more sufficient the two factors in a community, the higher the level of tourism entrepreneurship that can be anticipated, and vice-versa (Koh, 1996). In this context, the main function of CBTEs should be to illustrate how the community benefits from a reasonable range of outcomes from these two factors. In this context, we need to reveal how these two factors can be adopted practically and how communities are inspired by such successful practices. In our case study, we see how environmental factors (communities of practice) and managerial capabilities (built on boundary objects) create a CBTI model that has been cited a role model by the community for successful community entrepreneurship in the case region.

The main motivation our case study of Lisinia Doğtaş creates for community involvement in tourism may better be explained by Wenger’s (1998) theory of communities of practice. Members in this community intensify their knowledge and expertise in their common interests by routinely engaging in sharing and learning activities (Lesser & Storck, 2001). They generate solutions to common problems rapidly, exchange best practices, and reinforce their occupational capabilities (Wenger & Snyder, 2000). The knowledge multiplies as the joint practice of the common interests by the members increase (Lindkvist, 2005). In other words, the joint practice creates dispositional know-how and members enjoy the enculturation instead of being educated passively (Lindkvist, 2005; Wenger & Snyder, 2000). Even there is no guarantee on the cooperation just because of common interests, boundary objects provide a common purpose and create unity and solidarity among the members (Matilainen et al., 2018). Hence, the objects attracting the interest of communities create a boundary platform where different communities of practice can grow. Individuals enjoy collective learning under boundary objects (e.g., discussion platforms, volunteering, or common problem-solving activities) by sharing their expertise and knowledge (Matilainen et al., 2018). Boundary objects provide the cognitive frame that individuals use to make sense of environment (Simon, 2002).
Members see the world through these frames: interpretive lenses that enable them to filter, order, and make sense of the past and develop projections about the future (Zuzul, 2019). In a manner, through boundary objects, CBTIs can help community members develop a shared understanding and cognitive frame about the importance and practice of CBT entrepreneurial models. Matilainen et al. (2018) emphasize that boundary objects theory is very useful to understand and frame the pattern of community behavior within the CBT movement. Especially, if the objects are reciprocated by the community, the community will practice what are they are attributed within the CBT system (Kiss, 2004; Snyman, 2012). In our case study, we observed that the success of the boundary objects is related to the use of local resources such as geographic conditions, endemic species, human resources, and so on. The communities of practice under different boundary objects are thus composed of members from the local community. As a result, the didactic models by the case CBTI can be practiced and experienced by local community members. Following this, community members may have a chance to simulate and develop their enterprises.

To present such CBTI models, having the needed managerial capabilities is essential for transforming resources for the intended outcomes. Through managerial capabilities (i.e., the building, integrating, and reconfiguring of organizational resources and competencies) (Adner & Helfat, 2003), CBTIs teach community members how to orchestrate resources (i.e., structuring, bundling, and leveraging of resources and assets) (Sirmon et al., 2011) for establishing successful enterprises. As known, today, business growth is mostly related to entrepreneurial orientation, environment, strategic fit, and resources (Wiklund, Patzelt & Sheperd, 2009). Hence, covering these four perspectives, managerial capabilities can be viewed as an important foundation for CBTIs transmitting their missions to community members. For the purpose of this chapter, managerial capabilities are defined as the development of operational activities diligently in harmony with well-orchestrated resources and that involve the community with boundary objects to practice and learn how this harmony brings success for the CBTEs. The managerial capabilities used for the success of our case CBTI were determined to be: corporate governance, absorptive capacity, boomerang effect, resource orchestration, organizational ambidexterity, and managerial ties as identified in Table 22.1. As known, it is important to define capabilities based on the unit of analysis since they are embedded in the organization (Makadok, 2001). A managerial vision composed of such capabilities is important for firms to develop a community-based framework and strengthen entrepreneurial readiness by emphasizing a training culture (Jones & Goss, 1990). Hence, CBTIs should have a managerial vision that can be transferred to community members through the channel of didactic models.

In the light of these discussions, this research examines how different types of managerial capabilities can form a CBTI that serves as a didactic model for community individuals in establishing their own entrepreneurship in the tourism system.

### 22.3 Case study and methodology

This study uses a single-case research design. A case study approach allows researchers to examine a contemporary fact inside its real-life framework, especially in situations where the boundaries between the phenomenon and the context are clouded (Yin, 2003). This approach is used in tourism research to a great extent (Beeton, 2005). It is one of the most powerful research methods in understanding managerial issues such as operations research (Pekkola & Ukko, 2016). Because the managerial capabilities of CBTIs are something novel, the case-study approach allows us to enrich conceptual knowledge to study such novel facts.
Transforming communities into CBTEs

22.3.1 Data collection

Non-participant and unstructured observation techniques, both researchers’ individual experience and secondary information sources, have been used to gather and assess the data, as the aim was to draw a holistic managerial behaviour pattern without any adjustment to existent practices in the case CBTI. The primary aim of the observation was to expose and define the case of CBTI’s managerial capabilities from the entrepreneurship perspective. In literature, qualitative research methods such as observation techniques are seen very useful in analyzing managerial capabilities (Danneels, 2011). We identified six managerial capabilities

<table>
<thead>
<tr>
<th>Managerial capabilities</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial ties</td>
<td>‘Executives’ boundary-spanning activities and their associated interactions with external entities’ (Geletkanycz and Hambrick, 1997, p. 654). Developing ties with the business community can enrich resources since ties with other firms may ease knowledge exchange, information sharing, and resource transfer (Li, Zhou &amp; Shao, 2009). Hence, managerial ties are apt to interact with absorptive capacity to facilitate knowledge sharing and innovation (Gao, Xu &amp; Yang, 2008, p. 395).</td>
</tr>
<tr>
<td>Absorptive capacity</td>
<td>A set of organizational routines and processes by which firms acquire (i.e., capability to identify and acquire externally generated knowledge), assimilate (i.e., firm’s routines and processes that allow it to analyze, process, interpret, and understand the information), transform (i.e., developing routines that facilitate combining existing knowledge and the newly acquired and assimilated knowledge), and exploit (i.e., the routines that allow firms to refine, extend, and leverage existing competencies by incorporating acquired and transformed knowledge into its operations) knowledge to produce a dynamic organizational capability (Zahra &amp; George, 2002 pp. 186–190).</td>
</tr>
<tr>
<td>Organizational ambidexterity</td>
<td>An organizational capability to simultaneously exploit and explore (O’Reilly &amp; Tushman, 2013). While exploitation is related to productivity, control, definitive, and diminishment in disparity, exploration is more about the investigation, discovery, liberty, and innovation (March, 1991).</td>
</tr>
<tr>
<td>Resource orchestration</td>
<td>‘It is the combination of resources, capabilities, and managerial acumen that ultimately results in superior firm performance’ (Chadwick et al., 2015, p. 360). The combination is determined by multiplying effects arising from other resources that are solid with the focal resource besides of the individual effects of the resources (Zaeferian et al., 2013).</td>
</tr>
<tr>
<td>Boomerang effect</td>
<td>A good balance of ends and means in the deployment and usage of some resources under the managerial capabilities of Lisinia Doğ'a brings in new functionalities and intended or unintended different value of returns.</td>
</tr>
<tr>
<td>Corporate governance</td>
<td>‘Developing rules and mechanism for developing policies and business strategies[,] which could combine all the institutions and individuals’ (Beritelli, Bieger &amp; Laesser, 2007, p. 96)</td>
</tr>
</tbody>
</table>

Source: Compiled by authors.
during the observation part of the study. These are listed with definitions in Table 22.2 from the literature since the theoretical backgrounds enable investigators to explore and observe organization behaviours (Abah, 2017). Observations research is especially functional as a ‘means of discovery’ for expanding on services phenomena and may develop substantial hypotheses in the through-put step (Grove & Fisk, 1992). Hence, unstructured observation forms the foundation of our research, since it allows researchers approach the subject with judgmental ideas and set boundaries. The flexibility of the technique provides the investigation with emergent facets of many issues (Grove & Fisk, 1992).

22.3.2 Observation implementation

The authors’ collective experience of Lisinia Doğa (two and six years of the case experience of the authors) provided a general framework in drawing a perspective of the managerial structure of the Lisinia Doğa. Data were derived from observation insights and notes from press materials; interviews with the managers of the enterprises, locals, and visitors; site visits; travel blogs; promotional videos; and audios related to Lisinia Doğa. This type of data collection in observation technique is called ‘observation notes/audio/video’ and it indicates what the researcher saw, heard, or felt during the observation process (Guest, Namey & Mitchell, 2013, p. 93). Hence, it is more impressionistic in its practice approach (Grove & Fisk, 1992). All the interviews were conversational style and open ended. Notes from interviews were later transcribed by the authors as relevant to the themes in the managerial capabilities. As is known, theoretical patterns in the literature enable investigators to explore and observe organizational activities (Abah, 2017). The data provided examples of how managerial capabilities are used in Lisinia Doğa, as seen in Table 22.2. For example, Lisinia Doğa does not accept any donations, in order to have every participant feel and believe that they can be change-makers without any kind of power, such as financial or political power.

22.3.3 Validity and reliability

The data in this research do not provide the whole scope of the topic but an entrepreneurial perspective of it and are subject to change. The observation research is responsive to divergence in ideas concerning the interpretation but a solid basis for theorizing creates a reference point (Gillham, 2008). As is known, in the observation technique, validity is more important than reliability (Jorgensen, 1989). Additionally, data collection was subject to the researcher’s mood and the physical environment.

22.3.4 Lisinia Doğa

The miniature village named Lisinia Doğa, within the city of Burdur, was founded by veterinarian Öztürk Sarıca in 2005. The main mission of Lisinia Doğa is to teach people how they can easily follow ecological way of life. Its mission is practiced with eight different but mutually complementary projects (Lisinia Doğa Projects, 2019): future without cancer is up to us (awaken people against risks of cancer by the help of visuals and education); from Lisinia to World; keep Burdur Lake alive to live (via learning by doing, people learn eco-friendly agricultural practices, especially low-water-consumption agriculture and practicing sheep and goat farming as alternative to intensive husbandry); wildlife rehabilitation (rehabilitation of animals injured by hunters, poisoned by pesticides, and
### Table 22.2 Managerial capabilities forming Lisinia Doğa

<table>
<thead>
<tr>
<th>Managerial Capability</th>
<th>Main function</th>
<th>Example Practices</th>
</tr>
</thead>
</table>
| Managerial ties       | Dissemination of the missions and creation of communities of practice as rich as possible through boundary objects. | Regular communication with the following stakeholders:  
- A wide range of educational institutions from primary schools to universities  
- Researchers through scientific conferences  
- Tour operators in arranging the scope of tours  
- Fairs and exhibitions with the advantage of the thematic power of objects and projects  
- Partnerships with or advisory support to municipalities, non-profit organizations, and non-governmental organizations  
- Local, national, and international media associations  
- Educating the visitors about the projects (i.e., boundary objects) on a standard to get knowledge in return (i.e., building communities of practice)  
- Developing various core and complementary products based on the knowledge from different industries and members of communities of practice. For example, the university in the city has brought into use its idle lands in campus locations for the projects with the support of its different research departments to create a scope of scale in the city. |
| Absorptive capacity    | Diligent development of operational routines based on the knowledge learned from communities of practice. Standardization of learning routines (assimilation of information) to manage the information flow (transformation and exploitation of information). Planning ecotourism activities based on outputs from market orientation, organizational ambidexterity, and resource orchestration. | The enrichment of non-arable lands with aromatic plants, especially lavender. The extracted plants are transformed into high-value final products through managerial ties with nearby cosmetic product producers. The appetizing income from the sales to tourists encourages local community to explore their potentials for tourism. |
| Organizational ambidexterity | Exploitation and exploration of resources to create a belief that tourism can be an alternative economy for the local community. | The thematic projects, each encourages the local residents and resources, creates added value to the resources since the communities of practice contribute to the production process. The production process is designed in a village theme (execution area) for participants to practice, contribute and witness the outcomes of the tourism activities. The resources orchestration is deployed to the communities of practice. In another word, the joint practice in the communities of practice creates dispositional know-how and the execution area serves as self-feeding incubating center for the development of projects. |
| Resource orchestration | Combining resources with operational design and managerial acumen. | (continued) |
afflicted by various diseases have been shown to visitors); Lisinia nature school (every visitor and student from any kind of education level is educated about global warming, biological diversity, organic agricultural techniques, etc.); volunteer nature protector (the volunteers are fully informed about the projects and become an educator to spread the mission all over the world); ecological production/eco-friendly agricultural practices (land rehabilitations, discovering, protecting, and popularizing the use of ancestral seeds, organic certification of products); native plant/production of animal species and gene preservation (generalizing native plants and animal species and a gen bank is built and used for supporting the community); Lisinia takes its energy from nature (using solar system for basic needs and protecting nature by using clean energy). These projects refer to the boundary objects and the platforms where visitors (i.e., communities of practice) practice and exchange knowledge. The outcomes of the projects are transformed into touristic products and supply for the sustainability of projects. The value of local resources is multiplied within the ecotourism system.

Organic agriculture based on aromatic plants, especially, creates an alternative economy for the local residents. The rose and lavender gardens created within the scope of organic farming forms the main attraction for tourists to the center and the region. Lisinia Doğa has become a globally recognized initiative, hosting many visitors and volunteers from many countries since its foundation (Ongun et al., 2017). Ongun et al. (2017) define Lisinia Doğa as a unique ecotourism entrepreneurship initiative. Erbaş (2019) revealed that Lisinia Doğa has a social business model that teaches community individuals how to become a CBTE and what roles stakeholders can play in the development of such enterprises (Erbaş, 2019). Sabancı, one of the biggest holdings in Turkey, named the Öztürk Sarıca as one of the change-makers in Turkey (Sabancı Vakfı, 2019). Hence, in light of this information, in this study we define Lisinia Doğa as a CBTI.

<table>
<thead>
<tr>
<th>Managerial Capability</th>
<th>Main function</th>
<th>Example Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boomerang effect</td>
<td>Regulation of a self-sustaining fertile circle between the managerial capabilities.</td>
<td>The satisfaction of communities of practice helps Lisinia Doğa to be spread over online platform. Hence Lisinia Doğa barely promotes itself, rather, it is promoted by online and offline communities of practice. Similarly, managerial ties with stakeholders such as GEO share their members with Lisinia Doğa thanks to its strong boundary objects and governance.</td>
</tr>
<tr>
<td>Corporate governance</td>
<td>To create communities of practice by sharing every detail on a learning by doing practice.</td>
<td>Deploying of governance at corporate, community, and the individual level. Because, these parties are also producers and/or partners and they witness every process and its outcomes like they appear as an on-air guest. To sustain it, Lisinia Doğa does not accept any donations to have every participant feel and believe that they can be change-makers without any kind of power such as financial or political.</td>
</tr>
</tbody>
</table>

Source: Compiled by authors.
22.4 Analysis

The boundary objects form the foundation of the Lisinia Doğa in creating a diverse range of communities of practice. The different projects under various themes and physical messages in the design of the center and sculptures (representing the forgotten ecological life) create extensive boundary objects. The extent of boundary objects, thus, creates a wide array of communities of practice. The prosperous combination of the two factors creates a managerial vision, which in return brings in managerial capabilities to be practiced successfully and in harmony. For example, the educational themes in the projects develop managerial ties with educational institutions and help many stakeholders know their role and ease their participation in Lisinia Doğa. The most important critical success factor behind the implementation of the managerial capabilities is the sustainability of a one-man management structure. To clarify, while the corporate governance capability sustains the loyalty and presence of communities of practice around the boundary objects, it also prevents the misleading expectations of parties from the governmental and profit- or non-profit-seeking organizations. For example, the reason behind rejecting funds from any parties is to prevent expectation in return and to give everyone a chance to have a word in Lisinia Doğa, even without any financial or political power. The capability of corporate governance expands the communities of practice and thus Lisinia Doğa enhances its absorptive capacity. Thanks to this, Lisinia Doğa better orchestrates resources and thus multiplies the value of local resources with the involvement of new stakeholders, supported by successful managerial ties. For example, students have chance to complete internship programmes in Lisinia Doğa thanks to managerial ties with the universities. This fertile circle of practices created positive backfires (i.e., boomerang effect) for Lisinia Doğa to explore and exploit resources (i.e., organizational ambidexterity). For example, the support in the development phase from the Global Environment Organization (GEO) later resulted in the expansion of the missions and visions of Lisinia Doğa worldwide through the global channels of GEO. Hence, a managerial vision based on the good integration of managerial capabilities is adopted and cited as an example, not only for the local community but for the world. Some of its projects have already been adopted in almost 30 countries.

22.5 Conclusion

We have illustrated that the didactic function of CBTE serves as a reservoir or incubator for the proliferation of the CBTE in the community. Community- and locality-sensitive designed boundary objects constitute a didactic business model for Lisinia Doğa. The community involvement in tourism is created within this didactic model. Namely, the participants gain courage and learn how to profit from tourism. The more the boundary objects refer to the community and its resources, the better communities can witness the economic and social gains, and develop bonds with Lisinia Doğa. For example, the project ‘Future without cancer in our hand’ has gained a wide acceptance in the community. Because, the project refers to the cause of the cancer problem shared by the community thanks to low tide in lakes because of husbandry industry in the region. This project not only refers to the cancer problem but also develops alternative solutions to interconnected problems. For instance, the project titled, ‘Native plant and production of animal species and gene preservation’ is interconnected with the former project. Rather than insisting that the husbandry is harmful to nature, the project introduces an alternative solution that is more profitable and that has been forgotten in the region. The mentioned animal species is the Honamlı (He) Goat. The
city used to be known as the capital of the goats region, as once it was rich with this endemic species. Hence, the complementary nature of the boundary objects (in the projects) also strengthens the bond between Lisinia Doğan and the community. Therefore, for the CBTIs to be a role model for community involvement, the creation of boundary objects, especially ones conformable with local values, is crucial.

We understand that the role of CBTIs should be to create a platform where the necessary abilities can be transferred to community enterprises for their sustainability. In another word, CBTIs function as a mechanism to teach the community how to make the most of the advantages of small enterprises, rather than grow itself by creating resources or ways to improve themselves as overemphasized in the literature. The transformation of the needed managerial capabilities into operational activities is crucial for such a role. The successful combination of the boundary objects and communities of practice creates a managerial vision, which in return results in the missions of CBTI being practiced successfully by the community. Decision-making is not a heavy and a continuous process; it is only so at the beginning during the determination of boundary objects and the development of missions and visions. Later, decision-making is only about the development of diligence-based operational activities practiced at the individual (participants) level in terms of knowledge exchange. The knowledge exchange then improves managerial and functional capabilities, thanks to the communities of practice. Therefore, creating such a regulatory or incubatory system where communities can grow in a lifelong learning platform is crucial for the sustainable involvement of locals in the tourism system.

References


Transforming communities into CBTEs


