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Integrated landscapes approaches – How are they defined, conceptualised, configured and operationalised and for what objectives: Perspectives from the four practices of distributed leadership practices?

Edward Gerald Ndilanha
Senior Advisor and Lead Researcher, Centre for Research on Organisational Development & Learning, Evin School of Management, Tanzania
Jan-Erik Jaensson
Professor, Department of Marketing and Entrepreneurship,
The Open University of Tanzania
Raphael Gwahula
Professor, Faculty of Business and Management,
The Open University of Tanzania

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Abstract

While it is widely recognised that integrated landscape approaches are strategic management and leadership strategies used by project team leadership to design, develop and implement projects within integrated transboundary landscapes and seascapes, it is however, less clear how they are defined, conceptualised, configured and operationalised so as to achieve the desired outcomes. This study contributes to knowledge a new configuration and conceptualisation of the integrated transboundary landscapes and seascapes conceptual framework; the four principles of integrated landscape approaches (1) landscape partnership (2) shared understanding (3) vision and planning and (4) taking actions need to be seen as strategic management and leadership objectives of the activity systems. To achieve this, we explore the relationship between four principles of

integrated landscape approaches (1) Landscape Partnership (2) Shared Understanding (3)Vision and Planning and (4) Taking Action as strategic management and leadership objectives drawing theoretical foundations from the four widely used distributed leadership practices: engaging leadership practice, developing leadership practice, enabling leadership practice and the empowering leadership practice. Implications for practitioners from the results of Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) suggest the existence of a strong relationship between the integrated landscape approaches and the four practices of distributed leadership. It is revealed that (i) they draw from theoretical foundations; (ii) they are independent from one another; (iii) there is a very high level of cross-loading amongst them; (iv) they can be integrated into a form of a network of activity systems; (v) to function effectively and achieve desired outcomes they need to be enacted following an order of primacy; (vi) they are in the form of a normative decisio- making framework.

Keywords: Strategic Management and Leadership, International Development Financed Projects, Distributed Leadership Practices, Projects Leadership Teams, Integrated trans boundary Landscapes Seascape, Integrated Landscape Approaches

Introduction & Background

The integrated landscapes management approaches or principles have been widely adopted and applied as project team leadership's strategic management and leadership objectives for designing, developing and implementing international development financed (IDF) projects, especially those undertaken within integrated transboundary landscapes and seascapes Reed, Ickowitza, Chervierc, Djoudia, Moombea, Ros-Tonend, Yanoua, Yuliania and Sunderlanda (2020).

This paper noted two major streams that have made attempts to define, conceptualise, configure and operationalise integrated transboundary landscape and seascape approaches. The first and the initial attempts were made by Sayer, Sunderland, Ghazoul, Pfund, Sheil, Meijaard, Venter, Boedhihartono, Day, Garcia, Van Oosten, and Buck (2013) who proposed ten principles to support implementation of a landscape approach by emphasising adaptive management, stakeholder involvement, and achieving multiple outcomes which are driven by multiple objectives. These scholars' basic argument is that these principles differ from more traditional sectoral and project-based approaches. They suggest that landscape approaches seek to provide tools and concepts for allocating and managing land to achieve social, economic, and environmental objectives in areas where agriculture, mining, and other productive land uses compete with environmental and

biodiversity goals.

Another stream is that which came later, which includes scholars such as Reed *et al*. (2020) whom out of the ten principles they proposed five elements of integrated landscape management which includes: (i) landscape partnership – developing a robust and stable coalition of organizations in the landscape from across sectors and communities; (ii) shared understanding – building a common understanding of the state of the landscape, trends and forecasts, and one another's interests; (iii) vision and planning – forging a long-term vision, strategy, evaluation protocols and spatially targeted action plans; (iv) taking action – coordinating efforts, developing and financing an integrated landscape investment portfolio and tracking and communicating implementation; and (v) learning and impact – measuring landscape impacts, capturing lessons learned and using them to adjust the landscape strategy and action plan.

From the two streams, this paper notes three main issues from both Reed *et al.* (2020) and Sayer *et al.* (2013). Firstly, these principles respond to increasing societal concerns about environment and development trade-offs they also emphasise the need for shifting ways of thinking and perspectives from the current conservation-oriented perspectives toward increasing integration of multiple development outcomes. Secondly, they also note various constraints with institutional and governance concerns identified as the most severe obstacles to implementation. Thirdly, Reed et al., (2020, 2023) noted however that while there have been several attempts have been made to formulate guiding or design principles for integrated landscape approaches, evidence suggest however that, less analysis has been devoted to uncover the theoretical foundations of integrated transboundary landscapes and seascape approaches and how they are conceptualised, configured and defined, for what intended outcomes they aim to accomplish and how they achieve these outcomes.

To address these knowledge gaps, this paper focuses on the four principles of integrated landscape approaches (1) landscape partnership (2) shared understanding (3) vision and planning and (4) taking action. This paper argues, by drawing perspectives from the integral perspectives (Graves, 1966) that the integrated transboundary landscape and seascape approaches are not new. It argues further that the four principles of integrated transboundary landscape approaches should be seen as the value systems or ways of thinking or world views (Beck & Cowan, 1995). Martinsuo (2020, p.1) suggests adopting and applying values or ways of thinking that promote co-existence and co-creation. Cheng and Fleischmann (2010,p.2) described values as "guiding principles of what people consider important in life".

The integral model proposed a number of levels that describe how

people think and behave (Nolan, Russell, Pickard, & Beasley, 2015). Merk, Schlotz, and Falter (2017) utilised the model to develop a Motivational Value Systems Questionnaire (MVSQ) that help people identify their personal hierarchies of value systems and thus become more aware of what motivates and demotivates them in work-related contexts. According to an integral model previously developed by Graves (1966, 1970, 1974), integrated values system they aim is to promote (i) developing common goals for a shared vision; (ii) developing shared values as mechanisms of cooperation; (iii) enhancing the participation of multiple stakeholders (different actors) so as to achieve critical contributions which have multiple integrated outcomes and; (iv) achieving sustainable outcomes through capacity development.

This paper contributes to the literature on strategic management and leadership of international development financed (IDF) projects by conceptualising and theorising the dimensions for the integrated landscape approach conceptual framework building on both the DL and CHAT. It starts first by building and expanding on the perspectives that the four principles of integrated transboundary landscape approaches they intend to bring a shifts in the ways of thinking and world views amongst the multiple actors, secondly, it then explores the relationship between the four principles of integrated landscape approaches (1) landscape partnership (2) shared understanding (3)vision and planning and (4) taking actions as IDF project leadership team strategic management and leadership objectives *(Alnoor & Wah, 2023; Altman et al*., 2023; Rodríguez-Rivero *et al*., 2020; Vongswasdi *et al.*, 2024). Thirdly, it proposes the dimensions of the integrated transboundary landscapes and seascapes conceptual framework building on the theoretical constructs and dimension measures of the four distributed leadership practices (engaging leadership practice, developing leadership practice, enabling leadership practice and the empowering leadership practice (Hairon & Goh, 2015; Mifsud, 2024) and the leaders-Task-Context (LTC) from distributed leadership theory (Feng et al., 2017a; Spillane et al., 2006) as well as the six elements of the activity systems as described in the CHAT framework which includes: the subject, tool, objectives, rule, community, and division of labor from the cultural historical activity theory (Engeström, 2012).

As well as contributing to the literature on the project team leadership, our paper fits into the broader research agenda on theory integration (Reed et al., 2023). However, this area has received extensive attention in terms of practices; there has been little attention in terms of theory development and measurement scale development.

The paper is structured as follows: Section 2 reviews the literature and sets out our hypotheses; Section 3 describes the empirical strategy and

data. In Section 4, we test our hypotheses and present the evidence. Section 5 concludes.

Theoretical Review and Conceptual Framework

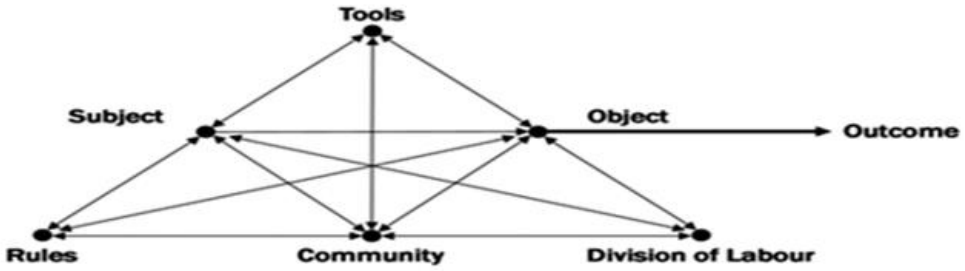
Both the distributed leadership theory (DL) and cultural historical activity theory (CHAT) originate from the theories of distributed cognition (Cole & Engestrom, 1993; Engeström, 2012; Spillane et al., 2001, 2004). Theories of distributed cognition are theories of learning (Engeström, 2001, 2012). In the context of integrated transboundary landscapes and seascapes, they offer theoretical and analytical frameworks that help to understand the interactions of actors in their context (Evans et al., 2023; Margules et al., 2020). The key strength of theories of distributed cognition is in its ability to facilitate the defining, conceptualising, configuring and operationalisation of theory by introducing hybrid configuration as well as new conceptualisation by drawing the dimension measures from other theories (Hamzeh, 2023; Hite et al., 2024).

Distributed leadership theory views leadership as distributed leadership practices in the form of an interaction of leaders, followers and other actors in their context (Gronn, 2016; Spillane et al., 2004). Irvine, (2021) argues that distributed leadership theory is about practice rather than people and formal roles. Although there is no unanimous agreement on a definition of the term, Tian, Risku and Collin, (2016) defined Distributed Leadership (DL) Theory as the practice-based development programs or distributed leadership practices. They identify two schools of research around distributed leadership: (a) the descriptive-analytical paradigm and (b) the prescriptive-normative paradigm, which examines the practical applications of distributed leadership. Modeste, Hornskov, Bjerg, and Kelley (2020, p.5) define distributed leadership practice as a "set of tasks that occur within a given context or situation and require the work of a leader and a follower to carry it out". Other scholars defined DL-practice as a "pattern in the behaviour of a collective aimed at producing direction, alignment and commitment in an overall collective goal" (McCauley and Palus, 2020, p.3). It is also viewed as "a product of the interactions of leaders, followers, and their situation" (Liu et al., 2020,p.5). Hangartner and Svaton, (2022) argue that the practices of distributed leadership depend on their context and governing conditions. Spillane, (2005,p.144) articulated that "leadership practice is viewed as a product of the interactions of leaders, followers, and their situation".

On the other hand, CHAT is a social theory and also an analytical framework (Engestrom, 2000). It was preferred in this study because CHAT is used to study developments in work practices, organisations, and real-life contexts (Salloum & BouJaoude, 2023; Skipper, Nøhr, & Engeström, 2021).

As an analytical framework, CHAT assumes that all activities are mediated by six elements: the subject, tool, objectives, rule, community, and division of labour (Astudillo, Martín-García, & Acuña, 2020). CHAT it also recognises that an activity system is objective –driven (Engeström, 2012). In the CHAT framework, the subject and objective form the central components of the activity system. The objective motivates the activity, and the activity focuses on turning the objective into an outcome. The subject's engagement with the activity is influenced by the rules of interaction, community and division of labour, which initially emerge as a result of the division of labour in collective activities (Yang & Kyun, 2022).

Figure 1: CHAT Framework



Source: Engestrom, (2000, p.962)

Bringing DL and CHAT together, this paper views an activity system as a distributed leadership practice in the form of an interaction of leaders, followers and other actors in their context. On the basis that an activity system is object-driven, this paper proposes a new conceptualised and configuration of integrated transboundary landscapes and seascapes conceptual framework, building on the Leaders-Task-Context (LTC) framework, drawing from Feng et al. (2017) who wanted to understand the different dimensions of team leadership. The framework emphasises the existence of team characteristics, task characteristics, and contextual factors (Modeste et al., 2020, p.5). This paper expands on the Leaders-Task-Context (LTC) framework by proposing the attributes of the Leader (subject), Task (division of labour) and Context (tool, rule, and community), drawing from the six elements of the CHAT framework (Engeström, 2012). It also argues that the attributes of the Leader (subject) - Task (division of labour) and Context (tool, rule, and community) moderate the relationship between the objectives and the objectives' outcomes.

In this new configuration and conceptualisation of the integrated transboundary landscapes and seascapes conceptual framework, the four principles of integrated landscape approaches (1) landscape partnership, (2) shared understanding, (3) vision and planning, and (4) taking actions need to be seen as strategic management and leadership objectives of the activity

systems. These strategic management and leadership objectives have been specifically defined, conceptualised, configured and operationalised so as to achieve four specified outcomes by drawing its theoretical constructs and dimension measures from the four distributed leadership practices (engaging leadership practice, developing leadership practice, enabling leadership practice and the empowering leadership practice (Alnoor & Wah, 2023; Altman *et al*., 2023; Snihur & Bocken, 2022). Extant distributed leadership practice literature suggests that the role of engaging leadership practice is promoting achievement of common goals and shared vision (Kohnen *et al.*, 2024), the role of developing leadership practice is establishing shared values as mechanism of cooperation (Bryant & Walker, 2024; Ealy, 2024), the role of enabling leadership practice is promoting participation and collaboration of different actors (Bäcklander, 2019; Langley, 2019), while the role of empowering leadership practice is enhancing achievement of sustainable outcomes (Wang, 2024).

Mifsud (2023) note that the four distributed leadership practices: engaging leadership practice, developing leadership practices, enabling leadership practices and empowering leadership practices (i) they draw from theoretical foundations; (ii) they are independent from one to another; (ii) there is a very higher level of cross-loading amongst them; (iv) they can be integrated into a form of a network of activity systems; (v) to function effectively and achieve desired outcomes they need to be enacted following an order of primacy; (vi) they are in the form of a normative decision making framework. Hamzeh, (2023) argued however that despite the fact that a distributed leadership practice may offer support in the conceptualisation and configuration of the theory, there is a need for an in-depth analysis to uncover their effects.

On the basis of these relationships between the strategic management and leadership objectives of the four practices of distributed leadership and the four objectives of integrated transboundary landscapes, this paper provides the rationale for advancing a conceptual framework using the four practices of distributed leadership practices (engaging leadership practice, developing leadership practices, enabling leadership practices and empowering leadership practices) as independent variables as well as the Leaders-Task-Context construct as the moderating variables for advancing a landscape and seascape governance and accountability framework with scale and dimension measures. The framework is used as a landscape and seascape governance and accountability framework that supports the design, development and implementation of International Development Financed (IDF) projects. It then discusses the efficacy of adopting and applying the framework as a strategic management and leadership tool as well as a workplace learning and analytical framework.

While standard argument suggests that project team leaders should choose the best leadership approach which is suitable for them and which can lead to achievement of desired results, looking from the interventionist perspectives we argue instead that the four practices of distributed leadership as strategic management and leadership activities cannot be applied in isolation (Engeström & Pyörälä, 2021; Spinuzzi, 2020). Suggesting that, to successfully achieve outcomes, project leadership teams should use all four practices of distributed leadership in an orderly manner. They are in a primacy in the form of a normative decision-making framework which integrates different times, contexts and spaces (Harris *et al.*, 2022, 2023).

The Effects of Engaging Leadership Practice on Achievement of IDF Project Outcomes

Van Tuin, Schaufeli, van Rhenen, and Kuiper, (2020) define engaging leadership as a concept that aims explicitly to identify leadership behaviors that may induce work engagement through the satisfaction of basic psychological needs (Omar, 2020; P. Liu, 2020; Rahmadani *et al*., 2020; Shen *et al.,* 2020). Engaging practice draws is theoretical foundations from Self Determination Theory (Deci and Ryan, 1985; Ryan and Deci, 2000). (SDT) is referred to as a positive leadership style that fosters employees' work engagement through a specific psychological mechanism, which leads to positive project outcomes (Rahmadani *et al.*, 2020).

The engaging leadership practice uses common goals for a shared vision as a basic psychological to motivate the multidisciplinary and multicultural team members to lead one another towards the common goal through a shared–leadership processes (Van Tuin, Schaufeli, van Rhenen, and Kuiper, 2020; Omar, 2020; P. Liu, 2020; Rahmadani *et al*., 2020; Shen *et al*., 2020). Based on this, the following hypothesis is proposed:

H1:There is a positive relationship between engaging leadership practice and achievement of IDF project outcome.

The Effects of Developing Leadership Practice on Achievement of IDF Project Outcomes

Leadership development is referred to as leadership preparation and development (Woods et *al.*, 2020). Leadership development draws its theoretical foundations from both the relational theory and self-determination theory (Van Tuin *et al*., 2020). The relational theory views leadership as a 21st-century strategy for addressing succession, retention, growth and expansion needs through offering intellectual stimulation, providing individualised support, and modelling appropriate values and practices (McCauley and Palus, 2020; Printy and Liu, 2020).

Shared values are used as mechanisms for team cooperation.

Developing leadership uses shared values as motivations for modelling appropriate mechanisms of cooperation (rules or guidelines) for the project team leadership (Woods *et al*., 2020;Van Tuin *et al*., 2020; McCauley and Palus, 2020; Printy and Liu, 2020). The established mechanisms of cooperation motivate project leadership team members to lead one another through shared leadership processes towards achievement of project outcomes. Based on this, the following hypothesis is proposed:

H2: There is a positive relationship between developing leadership practice and achievement of IDF project outcomes.

The Effects of Enabling Leadership Practice on Achievement of IDF Project Outcomes

Schulze and Pinkow (2020,p.2) describe enabling leadership as "a third leadership style (in addition to transactional and transformational leadership) that combines exploration and exploitation across all hierarchy levels". Other scholars see enabling leadership as part of empowering leadership, only that while enabling leadership draws its foundation from the traditional empowering leadership perspectives, empowering leadership draws its foundation from the psychological empowerment, which is dealt with in the next section. Tang, Zhang, and Wang, (2020, p.4) claim that enabling is one of the four dimensions of empowering leadership which includes: consulting, delegating, enabling, and informing. Enabling leadership practices draw their foundations from the Job Characteristic Theory (Hackman and Oldham, 1980) and the Job Demands-Resources theory (Bakker and de Vries, 2021).

The object of enhancingthe participation of different actors is defined as the enabling leadership practice (Flood *et al.*, 2020; Liu *et al.*, 2020; Modeste et al., 2020). Enabling leadership practices to use participation as an empowerment motivation for individuals, organisations and community actors to enact self-leadership towards the achievement of project outcomes (Grošelj *et al.,* 2020; Schulze and Pinkow, 2020). Based on this, the following hypothesis is proposed:

H3: There is a positive relationship between enabling leadership practice and achievement of IDF project outcomes.

The Effects of Empowering Leadership Practice on Achievement of IDF Project Outcomes

Empowering leadership has its foundations on psychological empowerment, which is defined as "intrinsic motivation manifested in four cognitions reflecting an individual's orientation to his or her work role: meaning, competence, self-determination, and impact" (Grošelj *et al*., 2020,p.5). Psychological empowerment is achieved through spontaneous

collaboration, intuitive working relationships and institutionalised practices (McGuinness and Taysum, 2020). Psychological empowerment motivates individuals and teams to enact self-leadership or self-influence towards the achievement of project outcomes (Shen *et al.*, 2020).

The object of achieving sustainable development is defined as empowering leadership practice (Brown, Flood, *et al.*, 2020). Empowering leadership promotes communication and collaboration as psychological empowerment for teams to enact self-leadership or self-influence towards achievement of project outcomes (Grošelj *et al.*, 2020; Shen *et al*., 2020). Based on this, the following hypothesis is proposed:

H4: There is a positive relationship between empowering and achievement of IDF project outcomes.

The Moderating role of The Leaders-Task –Context (LTC) in the Relationship between DL Practices and IDF Project Outcome

The Leader-Task-Context (LTC) construct builds from the distributed perspective in Distributed Leadership Theory, which articulates that "leadership practice is a product of the interactions of leaders, followers, and their situation" (Spillane, 2005; Feng *et al.*, 2017). In this formulation, the Leaders-Task-Context (LTC) construct intends to integrate the object(s) and the project outcome. Furthermore, the "Leaders" (denotes the "subject" which includes individuals, organisations and communities), the "Task" (includes the division of labour); and the "Context" (includes tools and rules).

This study seeks to assess how the Leader-Task-Context (LTC) moderates the relationship between DL-Practices and the achievement of IDF project outcomes. In consideration of the identified gaps with the CHAT, this study intends to propose attributes and scale measures for the Leader-Task-Context (LTC). As a moderating variable is a qualitative or quantitative variable that affects the direction and/or strength of the relationship between an independent and dependent variable. In order to infer that a variable is a moderating variable, there must be a significant statistical interaction between the predictor and the moderator (i.e. $p < .05$) (Echebiri, 2020; Knezović & Drkić, 2020; Kustanto et al, 2020).

This study provides a summary of attributes and scale measures for the Leader-Task-Context (LTC) construct. The attributes and scale measures they intend to provide clarity on the definition, descriptive and explanatory power of CHAT. This study intends to integrate measures and scales from the Campion et al. (1993, 1996) and measures and scales for individual level, organisational and community level outcome were developed based on organisational studies(England, 1967; Enz, 1988; Scott, 2002). The Campion et al., (1993, 1996) model is based on the studies of Gladstein (1984);

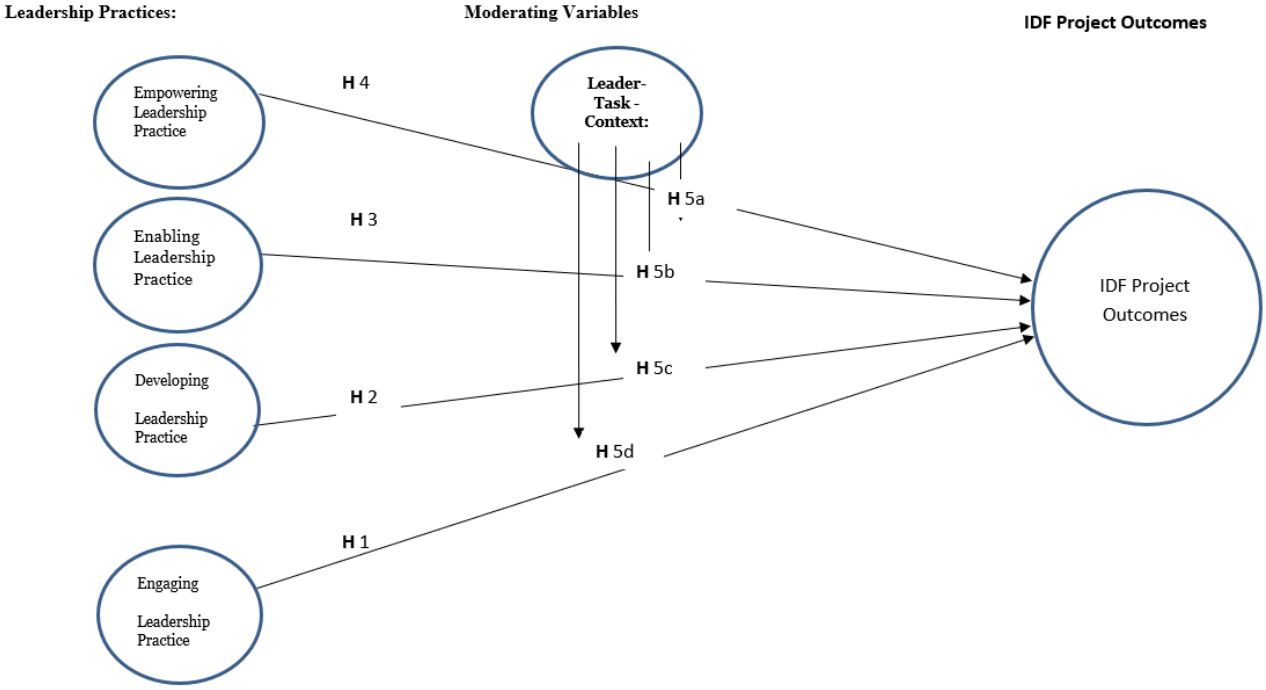
Hackman (1987); and Guzzo and Shea (1992). This is because these scales examine what managers perceive as an important and significant aspect of their work and thus a priority for achieving outcomes.

This study notes that there is an existing interdependence e.g., task interdependence, context interdependence, goal interdependence, interdependent feedback, and rewards. These interdependences suggest that the attributes of Leaders-Task-Context (LTC) have equal priority and thus, there is no attribute that has primacy over another (Christensen-Salem *et al*., 2020; Hagemann *et al.*, 2020). Based on this, the following hypotheses are proposed:

- *H5a: The Leader-Task-Context (LTC) positively moderates the relationship between Engaging Leadership Practice and the IDF project outcomes.*
- *H5b: The Leader-Task-Context (LTC) positively moderates the relationship between Developing Leadership Practice and the IDF project outcomes*
- *H5c: The Leader-Task-Context (LTC) positively moderates the relationship between Enabling Leadership Practice and the IDF project outcomes.*
- *H5d: The Leader-Task-Context (LTC) positively moderates the relationship between Empowering Leadership Practice and the IDF project outcomes.*

Ultimately, the above discussion suggests that not all distributed leadership practices contribute to the achievement of the same IDF outcomes. Due to differences in underpinning theories, some contribute towards the achievement of individual outcomes, others towards organisational outcomes, while others significantly contribute towards the achievement of community outcomes. The rest of the paper investigates the above hypotheses, starting with a discussion of the empirical strategy and data in the following section.

Figure 2: The Study Conceptual Framework



Source based on Synthesis of Literature Review, (2022)

Research Methodology

Research Philosophy and Strategy

This paper advanced a new configuration and conceptualisation of the dimensions of the integrated transboundary landscapes and seascapes conceptual framework, building on the four principles of integrated landscape approaches: (1) landscape partnership, (2) shared understanding, (3) vision and planning, and (4) taking actions, derived from Cultural Historical Activity Theory and Distributed Leadership Theory after being validated through exploratory factor analysis and Confirmatory Factor Analysis.

Sample and Data Collection Methods

Data were collected and analysed over a two-year longitudinal study with 420 individual participants selected through stratified random sampling, employing a positivist philosophy. Data collection procedures followed Jennings (2012), who warned researchers to follow required 'rules', procedures, or guidelines that are embedded in philosophical backgrounds. A random sampling was followed to guide the distribution of the survey instrument. The instrument was distributed to small groups of between 20 and 50 participants during the planned and agreed-upon training sessions,

which took about 2 years to cover all 420 participants. The cohort of 420 participants was arrived at through the use of stratified random sampling, where participants were divided into subgroups or strata based on landscapes, seascapes, community-based organisations, projects, conservation themes, targets, age and communities as suggested by Hayes, (2022). Researchers followed Lynn, (2019) guidance by ensuring the invitation letters for the capacity-building session included information for the participants about the purpose of this study. In addition, researchers ensured that all participants were older than 18 years.

As the survey instrument and its dimension measurement scale were to be used as a landscape and seascape governance and accountability framework, the use of a longitudinal study for workplace learning and change was suitable as it ensured that participants were engaged in a participatory design project as suggested by Augustsson, (2021). The learning and development were evident, ensuring participants are fully engaged in the design and review processes of the analytical tools, and grasping the problem at a preliminary conceptual framework before arriving at the final framework.

Furthermore, researchers emphasised following rules and procedures as per Jennings (2012), because data collected related to the perceptions, feedback, attitudes, and reactions on the survey from a cohort of participants. The data collected were significant, as the participants formed a validation group for this study's conceptual framework and study tool. The participants represented people who typically experience the same event at a given point in time. The key benefits of this approach were that it helped the researcher to easily access research participants and collect data at the same point in time, and it was cheaper. Participation in the present study was motivated because the successful establishment of the governance and accountability framework for the landscapes and seascapes would (i) enhance the governance and accountability structure; (ii) promote the establishment of clear roles and responsibilities; (iii) facilitate the robust information flow systems; and (iv) establish an effective decision-making process (Jambo & Hongde, 2020; Lyu *et al.*, 2023).

Survey Instruments and Materials

The new configuration and conceptualisation of the integrated transboundary landscapes and seascapes conceptual framework and its theoretical constructs and dimension measures were used as the survey questionnaire method for collecting standard data and information from participants. The questionnaires were administered online using Google Forms. Respondents used smartphones, tablets, laptops or desktop computers to answer questions, thus utilising tools convenient for answering an online

survey. The latter responded to the key statements in the questionnaires, which were developed using a 5-point Likert scale, by indicating the level of agreement with a question or a statement on a scale ranging from “strongly disagree” (Likert scale value of 1) to “strongly agree” (Likert scale value of 5). A Likert scale is an ordinal scale that indicates the level of importance that a participant attaches to a question or a statement presented in a research study.

Table 1 provides a summary of the dimension measures and scale item instruments. Due to the multidimensional nature of theoretical constructs, this study developed sub-scales, making the 30 composite variables of the landscape and seascape governance and accountability framework from 78 indicators. The large number of questions was to ensure we captured as many details and all aspects that can help to provide a meaningful explanation of the sub-scale, as we tried to ask as many questions for each sub-scale. The sub-scale consisted of four (4) items for the independent variables, eight (8) items for the moderating variables, and a total of (18) items for the dependent variables (consisting of 3 items for individual outcomes, 10 items for organisational outcomes and 5 items for community outcomes).

The scale reflects the complexity, the multi-level nature of its dimension measures, as well as the multi-dimensionality of the landscape and seascape governance and accountability framework. Composite indicators were developed to help in summarising complex or multi-dimensional issues and make them easy to interpret, as they reduce the size of a set of indicators to a manageable limit, which makes it easy to communicate and promote accountability.

Independent Variables (Distributed Leadership Practices)

The scale instrument for independent variables consisted of 4 item scales drawing from the four dimensions of distributed leadership, which include bounded empowerment, developing leadership, shared decisio,n and collective engagement based on Hairon and Goh (2015). Questions in this section examined the levels of autonomy among different leaders about making independent and transparent decisions at different stages of the approval process, including: i) developing common goals for a shared vision; ii) developing shared values as mechanisms of cooperation; iii) enhancing the participation of multiple stakeholders (different actors) to achieve critical contributions which have multiple integrated outcomes; and iv) achieving sustainable development outcomes through capacity development.

Moderating Variables (Attributes of the Leaders-Task-Context)

The second section consisted of 8-item scales, examined the moderation variables, focusing on understanding the existing interferences encompassing e.g., team interdependence, task interdependence, context interdependence among individuals, organisation and communities (Grabner, Klein, & Speckbacher, 2022; Lázaro, Del Barco, Polo-Del-Río, & Rasskin-Gutman, 2020; Marinov, 2023; Meuris & Elias, 2022; Wong & van Gils, 2022). Specifically, this section wanted to understand the levels of interaction amongst individuals' organisations and communities and their context at local, national, regional, and even global the actors during the IDF projects' design, development and implementation (Angelstam et al., 2020; Reed et al., 2020; Welling et al., 2021). The proposed attributes are intended to facilitate effective management of the reciprocal influence (Jambo & Hongde, 2020; Lyu *et al.,* 2023) and address conflicts amongst multiple actors (Grabner *et al.*, 2022; Wong & van Gils, 2022).

Dependent Variables (IDF Project Outcomes)

The third section consisted of 18 item scales, the dependent variables, measured at three levels: individuals (3), organisations (10), and community outcomes (5). The dependent variables suggest the existence of interdependence, i.e, goal interdependence, interdependent feedback, and rewards among individuals, organisations, and communities (Grabner, Klein, & Speckbacher, 2022; Lázaro, Del Barco, Polo-Del-Río, & Rasskin-Gutman, 2020; Marinov, 2023; Meuris & Elias, 2022; Wong & van Gils, 2022).

The dependent variables are assessed based on how existing organisation policies, regulations, or guidelines support individual outcomes, such as personal goals, career goals, professional goals, contribution to organisational goals, and contribution to community goals. The organisations outcomes examine how existing organisation policies, regulations, or guidelines support the organisation as a trusted partner, improve financial sustainability, and strengthen communication capacity.

Control Variables (position, gender and age)

Control variables included were position, gender and age (i.e. under 25, 25–35, 35–45, 45–55, over 55). Hayes, (2022) and Lynn, (2019) suggestions on stratification benefited this study in two ways: Firstly, it allowed the researchers to get a sample of Leaders that represent the entire population of interest to comment on the population. Secondly, make sure that each subgroup is represented and thus easy to make comparisons between and among the landscapes and seascapes, communities based organisations, age, position, etc. This was important for ensuring the training session gave equal opportunities regardless of their differences in gender,

age, religion, education, affiliations, etc.

Table 1 presents the study variables, which include the independent variables (the four practices of Distributed Leadership Practices), the Moderating Variables (The Leaders-Task-Context) and the Independent Variables (IDF Project Outcomes), which were analysed using generalised structural equation modelling.

Table 1. Summary of Composite Measurement Instruments and Items used in this study

Sources	Variable Measured	Items used	Measurement	Items used
Hairon and Goh, (2015)	Distributed Leadership Practices	1	**Ordinal scale 1= strongly disagree 2 = Disagree 3= Average 4 = Agree and 5=Strongly Agree**	**Engaging Leadership Practice**: Common goal for a shared vision
		1	**Ordinal scale 1= strongly disagree 2 = Disagree 3= Average 4 = Agree and 5=Strongly Agree**	**Developing Leadership Practice**: shared values
		1	**Ordinal scale 1= strongly disagree 2 = Disagree 3= Average 4 = Agree and 5=Strongly Agree**	**Enabling Leadership Practic** : Stakeholders' participation
		1	**Ordinal scale 1= strongly disagree 2 = Disagree 3= Average 4 = Agree and 5=Strongly Agree**	**Empowering Leadership Practice**: Achieve Sustainable Development Outcomes
England, (1967)	Dependent Variables	3	**Ordinal scale 1= strongly disagree 2 = Disagree 3= Average 4 = Agree and 5=Strongly Agree**	**Individuals Outcome:** Personal development; career development; professional development;
Enz, (1988)		10	**Ordinal scale 1= strongly disagree 2 = Disagree 3= Average 4 = Agree and 5=Strongly Agree**	**Organisations Outcome:** Increased funding, revenues, profitability, customers, partners, adaptability, communication, sustainability, Technology, productivity
Scott, (2002)		5	**Ordinal scale 1= strongly disagree 2 = Disagree 3= Average 4 = Agree and 5=Strongly Agree**	**Community Outcome:** Respect for Life; Respect for Property; Respect for Justice; Respect for Biodiversity; Respect for Information
Campion, Medsker, and Higgs (1993, 996) and Campion *et al*., (2020; 2011; 2001)	Moderating variables	2	**Ordinal scale 1= strongly disagree 2 = Disagree 3= Average 4 = Agree and 5=Strongly Agree**	**Leaders:** Self-Leadership Shared-Leadership
		2	**Ordinal scale 1= strongly disagree 2 = Disagree 3= Average 4 = Agree and 5=Strongly Agree**	**Task:** Self-managed teams and Cross functional teams
		4	**Ordinal scale 1= strongly disagree 2 = Disagree 3= Average 4 = Agree and 5=Strongly Agree**	**Context:** Impact, innovation, collaboration, communication

Source: Researcher 2022 based on literature review.

Analysis and Results

The data were analysed in two primary stages. First, an exploratory factor analysis (EFA) with principal components extraction and varimax rotation was applied to the data. The objective was to make a fair and consistent comparison between the psychometric properties of the Landscape and Seascape Governance and Accountability measurement scale framework for IDF Projects and the results from the previous three sub-scales. Second, in an effort to examine the extent to which the Landscape and Seascape Governance and Accountability measurement scale framework for IDF Projects effectively represents the Theory, a confirmatory factor analysis (CFA) model was tested through an analysis of covariance structures using Structural Equation Modelling (SEM).

Cross-Loading Criterion:

Table 2 below, on the rotated component matrix, indicates the factor loading on the host factor. The strong correlation indicates the dynamic interactive influence process among the individual items in the group. All the factor loadings are above > 0.4, indicating an acceptable level of reliability, Indicator Reliability (Hulland, 1999, p. 198). Other scholars suggest that, as part of confirmatory factor analysis, none of the factor loadings below (< .50) should be removed. In this study, these indicators were not removed as the model-fit measures were assessed based on the model's overall goodness of fit (CMIN/df, GFI, CFI, TLI, SRMR, and RMSEA) and all values were within their respective common acceptance levels (Hu and Bentler, 1998).

The Analysis of the Measurement Model

Confirmatory Factor Analysis (CFA) was computed using AMOS to test the full measurement model (Figure 4.1 –Measurement model). The model-fit measures were used to assess the model's overall goodness of fit (CMIN/df, GFI, CFI, TLI, SRMR, and RMSEA) and all values were within their respective common acceptance levels (Hu & Bentler, 1998). The 30 factors represent the full scale, and when tested they all yielded a good fit (Figure 4.8) for the data: CMIN/df = 4.168, GFI = .809, AGFI=.751, NFI=.694, RFI=.627, IFI=.749, CFI = .744, TLI = .688, SRMR =, and RMSEA=.088 according to Hu and Bentler, (1999; 1998).

The Validity and Reliability of the Full Measurement Model

This study addressed issues of reliability and validity according to suggestions by Awang (2011), who advised researchers to determine unidimensionality, validity, and reliability of latent constructs. To achieve unidimensionality, the researcher first ensured that all measuring items have a factor loading of at least 0.5 for their respective latent construct and that all

factor loadings are positive, as suggested by Hair *et al*. (2014). In this study, most of the conditions were met, indicating that unidimensionality was achieved, thus opening the door for validity and reliability testing.

These latent variables were developed based on the Bollen et al. (2022) suggested criteria for good scaling indicators. The criteria for a good scaling indicator include high face validity, high correlation with the latent variable, factor complexity of one, no correlated errors, no direct effects with other indicators, a minimal number of significant over-identification equation tests and modification indices, and invariance across groups and time. Bollen et al. (2022) note that it is common practice for psychologists to specify models with latent variables to represent concepts that are difficult to directly measure.

The table 3 below indicates all Item Loadings were greater > than 0.4 indicating Indicator Reliability (Hulland, 1999, p. 198); All Average Variance Extracted (AVE) were greater than> 0.5 indicating Convergent Reliability (Bagozzi and Yi (1988); Fornell and Larcker (1981)) and all Composite Reliability (CR) > 0.7 indicating Internal Consistency (Gefen, et al, 2000) and all Cronbach's alpha were > 0.7 indicating Indicator Reliability (Nunnally, 1978).

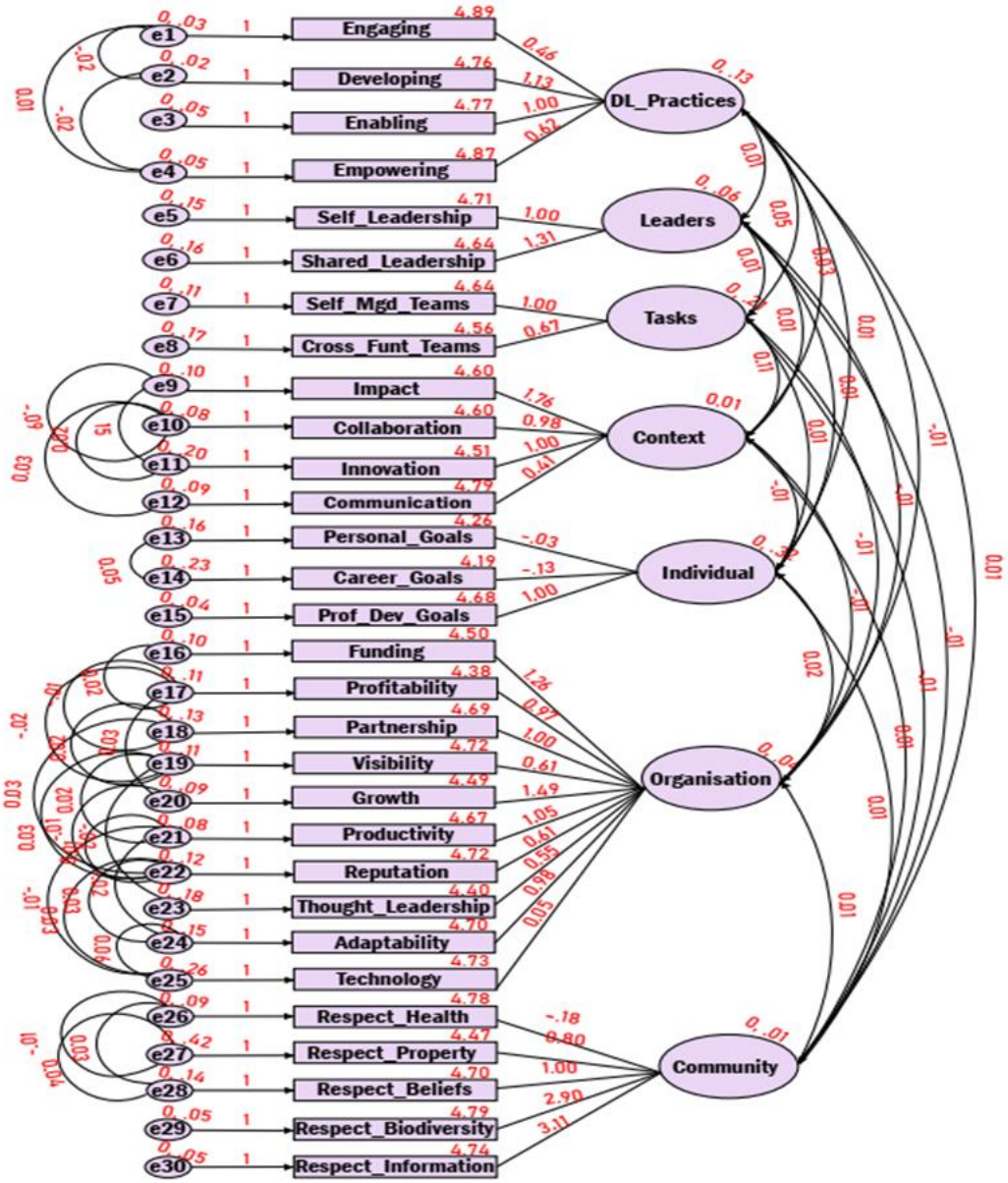
Table 2: Rotated Factor Matrix

	1	2	3	4	5	6	7	8	9	10
	DL_Practices	Organisation Growth Criteria	Context	Task	Community	Organisation Systemic Criteria	Organisation Systemic Criteria	Community	Individuals	Leaders
Enabling	0.951									
Developing	0.801									
Empowering	0.636									
Engaging	0.600									
Profitability		0.838								
Growth		0.736								
Funding		0.617								
Productivity		0.505								
Thought_Leadership										
Collaboration			0.881							
Innovation			0.668							
Communication			0.666							
Impact				0.866						
SMTeams				0.720						
CTTeams				0.552						
Respect_information					0.760					
Respect_Biodiversity					0.757					
Technology										
Visibility						0.860				
Partnerships						0.474				
Adaptability							0.950			
Respect_Property										
ProfDevGoals										
Respect_Health								0.791		
Reputation								0.541		
PersonalGoals									0.699	
Respect_Beliefs									0.594	
CareerGoals									0.533	
Self_Leadership										0.556
Shared_Leadership										0.401

Extraction Method: Generalized Least Squares.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations. **Source:** Field data (2022).

Figure 4: Composite –Measurement Model



Source: Field Data (2022)

Table 3: Summary of Reliability

Constructs	Items	Loadings	Composite Reliability	Construct Reliability	Cronbach's
			CR	AVE	Cronbach's
Leaders Task-Context			0.896	**0.535851**	0.854
Leaders	Shared_Leadership	0.635			
Leaders	Self_Leadership	0.542			
Context	Innovation	0.674			
Context	Collaboration	0.809			
Context	Impact	1.116			
Context	Communication	0.473			
Tasks	CTTeams	0.591			
Tasks	SMTeams	0.814			
IDF Project Outcomes			0.832	**0.3167**	0.713
Individual	ProfDevGoals	1.076			
Individual	CareerGoals	-0.155			
Individual	PersonalGoals	-0.047			
organisation	Partnerships	0.508			
organisation	Profitability	0.529			
organisation	Funding	0.64			
organisation	Visibility	**0.364**			
organisation	Growth	0.718			
organisation	Productivity	0.603			
organisation	Reputation	**0.353**			
organisation	Thought_Leadership	**0.265**			
organisation	Adaptability	0.474			
organisation	Technology	**0.021**			
Community	Respect_Beliefs	**0.228**			
Community	Respect_Property	**0.109**			
Community	Respect_Health	**-0.053**			
Community	Respect_Biodiversity	0.733			
Community	Respect_information	0.764			
DL Practice			0.866	0.6233	0.829
DL_Practices	Engaging	0.65			
DL_Practices	Developing	0.933			
DL_Practices	Enabling	0.846			
DL_Practices	Empowering	0.696			

Source: Field data (2022)

Discussion of the results

The discussion will focus on elucidating possible meanings and explanations of ten dimensions in the context of IDF projects designed, developed and implemented in the context of integrated transboundary landscapes and seascapes. The findings from this study have provided evidence of the dimensionality of the integrated transboundary landscape and

seascape construct (refer to Table 4.15 Rotated Factor Matrix). The exploratory factor analysis yielded ten dimensions of the integrated transboundary landscapes and seascapes approach conceptual framework, which are building on the four principles or elements of integrated landscape management and the moderating variables in the form of the Leaders-Task-Context. Interestingly, these findings support early theoretical conceptualisations from the literature that transboundary landscape and seascape approaches may be a multi-dimensional construct (Reed et al., 2023). By knowing this, it could only help sharpen the understanding of the integrated transboundary landscape and seascape approach when designing, developing and implementing IDF projects in the integrated transboundary landscapes and seascapes.

The conceptual framework in Figure 2 below is developed based on the theoretical and empirical literature reviewed above. A conceptual framework normally contains variables or key factors, which indicate the presumed relationship between them. Conceptual framework is presented either in graphical or narrative form (Saunders *et al.,* 2019). The constructs and dimension measures of the conceptual framework were used as a governance and accountability framework as well as a learning framework to support successful design, development and delivery IDF projects within integrated trans boundary landscapes and seascapes in line with an integrated landscape and seascape approach (Reed et al., 2020, 2023).

The perception indicators in the conceptual framework are value based perceptions that target the promotion of an integrated transboundary landscapes and seascape approach that aim to addresses the deterioration of work standards and promote highest standards of co-existence and interdependence building on the human values drawing from an integral model previously developed by Graves (1966, 1970, 1974). Martinsuo (2020, p.1) suggests adopting and applying values or ways of thinking that promote co-existence and co-creation. Cheng & Fleischmann (2010,p.2) described values as “guiding principles of what people consider important in life”.

This conceptual framework adopted the suggestions by Nykyforchyn (2022, p.3) who offered Likert like scale measured descriptor for five different levels in the integral model, using five (5) point Likert like scale where: 1= strongly disagree (Embryonic - Almost absent at this time or shows a very basic level of development); 2 = Disagree (Developing - Present but in a rudimentary stage of development) 3= Average (Moderately developed- developing but there is a major need for further strengthening); 4 = Agree (Well developed - High level but there are still some significant opportunities for strengthening) and 5=Strongly Agree (Highly developed- Reflects best practice, maximum level of development).

In this conceptual framework, the constructs and dimension perception measures and indicators for the independent variables are represented by the four practices of distributed leadership practices, drawing from Hairon and Goh (2015), which include engaging leadership practices, developing leadership practices, enabling leadership practices and empowering leadership practices. In particular, the dimension measure indicators for the engaging leadership practice is promoting achievement of common goals and shared vision (Kohnen *et al*., 2024), the dimension measure indicators for the developing leadership practice is establishing shared values as mechanism of cooperation(Bryant & Walker, 2024; Ealy, 2024), the dimension measure indicators for enabling leadership practice is promoting participation and collaboration of different actors (Bäcklander, 2019; Langley, 2019), while the dimension measure indicators for empowering leadership practice is enhancing achievement of sustainable outcomes(Wang, 2024).

In the conceptual framework, the Leaders-Task-Context is a moderating variable. In the conceptual framework, the constructs and dimension perception measures and indicators for the Leaders denote (the subjects who are individuals from groups, organisations and communities) - Task (division of labour) and Context (tool, rule, community). This study argues that the attributes of the Leaders-Task-Context moderated positively the relationship between distributed leadership practices and IDF project outcomes. This study proposed the dimension measure indicators for the attribute of the Leaders (self-leadership, shared-leadership), Task (self-managed teams, cross-functional teams) and Context (impact, collaboration, innovation and communication) as critical success factors at the workplace based on the team model developed by Campion *et al*. (2020; 2011; 2001).

When these structures, systems, and processes are adopted, they deliver interconnected IDF project outcomes such as sustainable development outcomes and global outcomes that benefit people, nature and economies while also promoting equitable sharing of economic benefit among individuals, organisations, and communities. It is argued in this conceptual framework of study that when the attributes of the Leaders-Task-Contexts are fully adopted and applied at level 5 (where policies are Highly developed - Reflects best practice, maximum level of development) they will promote: (i) effective governance and accountability structures, (ii) clear roles and responsibilities, (iii) with robust information flow systems, and (iv) effective decision-making process.

Martinsuo (2020,p.1) viewed project outcomes to be based on the management values portrayed as an exercise in sensemaking, negotiation, and co-creation when adjusting beliefs to transform project practices and outcomes. This study adopted this perspective because it aims to ensure

effective management of interdependence among the individual level, organisational level, and community level outcomes.

Oliver (1999) reviewed that England's Personal Values Questionnaire and found that it contains 66 value items organized by five categories: business goals (e.g., high productivity, industry leadership, organisation growth), personal goals (e.g., achievement, money, power), groups of people (e.g., unions, customers, shareholders), personal characteristics (e.g., honour, aggressiveness, conformity), and general topics (e.g., competition, religion, emotions). Following Oliver (1999), this study adopted value-based instruments because they integrate different perceptions of values, including personal values, organisational values and community values (England, 1967; Enz, 1988; Scott, 2002).

For the individual level IDF project outcomes, this study proposed three (3) perception measures of project outcomes based on how work activity contributes to fulfilling personal development, career development, and professional development following Akgunduz *et al.* (2020, p.2). Akgunduz *et al*. (2020) investigate the effects of rewards and proactive personality on the meaning of work and turnover intention, focusing on three components: valence, expectancy and instrumentality. Data were collected through a survey of 224 hotel employees in Turkey. The results indicated that both non-financial and financial rewards have negative effects on turnover intention, while financial rewards and proactive personality have positive effects on the meaning of work.

For the organisational level IDF project outcomes, this study proposed ten (10) perception measures of organisational effectiveness or performance based on Enz (1988) which include: Increased funding, revenues, profitability, customers (thought leadership), partners, adaptability, communication, sustainability, Technology, and productivity. Enz, (1989) examined the extent to which departments share important organisational values with the top management and found that perceived value congruity between department members and top managers was associated with the ability of various departments to influence critical strategic issues.

For the community level IDF project outcomes, this study proposed five (5) perception measures of community social impact based on Scott, (2002) organisational moral values model, which are associated with honest communication, respect for property, respect for life, respect for religion, and respect for Justice. However, Shadnam, Bykov and Prasad, (2021) criticised this model because they lack a solid theoretical foundation that shows a more explicit connection between sociology morality and business ethics.

Conclusion

This paper argues that integrated landscape approaches as project team leadership, draw their perspectives from the distributed leadership practices. From this theoretical foundation, integrated landscape approaches offer governance and accountability structures, support in defining clear roles and responsibilities, they help to establish effective decision-making systems, and they facilitate robust information flow processes which are essential for the participation and collaboration of different actors at local, national, regional, and even global levels.

The results suggest that integrated landscape approaches have four leadership practices: (i) they draw from theoretical foundations; (ii) are independent from one another; (iii) there is a very high level of cross-loading amongst them; (iv) they can be integrated into a form of a network of activity systems; (v) to function effectively and achieve desired outcomes they need to be enacted following an order of primacy; (vi) they are in the form of a normative decision-making framework.

Theoretical implications

This study contributes to developing theoretical knowledge and evidence on the application of the distributed leadership practices in IDF projects undertaken within integrated transboundary landscapes. It specifically enriches the theoretical understanding of CHAT, linking work-based practice and development research projects' learning.

Practical implications

This body of knowledge suggests practical guidance for project team leadership, emphasising the importance of developing a growth model, normative decision-making framework, multi-stakeholder decision-making framework, governance and accountability structures that promote clear roles and responsibilities, robust information flow systems and effective decision-making processes. The framework fosters an understanding of organisational change as multi-voiced, decentralised and driven by contradictions. Emancipation of actors and protected social spaces are essential for unfolding the productive potential of multi-voicedness against the backdrop of asymmetric power relations in organisations.

Policy Implications

To foster development outcomes, policies need to promote the existence of (i) effective governance and accountability structures, (ii) clear roles and responsibilities, (iii) robust information flow systems, and (iv) effective decision-making processes. These four practices of distributed leadership, when applied within the IDF projects undertaken within

integrated transboundary landscapes and seascapes, will ensure development projects and programmes deliver growth that is green and inclusive for the benefits of people, nature and economies while also promoting equitable sharing of economic benefits among individuals, organisations, and communities.

Study limitations and future research

The four practices of distributed leadership were measured using a quantitative approach. To better understand in detail its adoption and application, thoughts, and emotional attachments linked to its theoretical constructs and dimension measures, future research should use a mixed method that combines both qualitative and quantitative measures.

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