

**Kalyan BANDARI\***

**Chris COOPER\*\***

**Lisa RUHANEN\*\*\***

## **ULOGA DESTINACIJSKE MENADŽMENT ORGANIZACIJE U ODGOVORU NA KLIMATSKE PROMJENE: ORGANIZACIJSKO ZNANJE I UČENJE**

### **THE ROLE OF THE DESTINATION MANAGEMENT ORGANISATION IN RESPONDING TO CLIMATE CHANGE: ORGANISATIONAL KNOWLEDGE AND LEARNING**

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**SAŽETAK:** U ovom radu riječ je o eksplorativnoj empirijskoj analizi koja ispituje mogućnost organizacijske adaptacije određene destinacije na klimatske promjene. Teorijski dio rada proizlazi iz stručne literature vezane uz organizacijsko učenje i adaptabilnost. Istraživanjem slučaja jednog od otoka Velike Britanije rad se posebno fokusira na koji način destinacijska-menadžment organizacija stječe znanja vezana uz klimatske promjene i kako primjenjuje stečena znanja u organizacijskom učenju i adaptabilnosti organizacije. Analiza identificira određeni broj izazova s kojima se suočava destinacijsko menadžment organizacija, posebice vezano uz vođenje i destinacijsku politiku.

**KLJUČNE RIJEČI:** klimatske promjene, adaptivno učenje, učeće organizacija destinacijskog menadžmenta, upravljanje destinacijom, upravljanje znanjem

**SUMMARY:** This research note reports on an exploratory empirical study that examined the extent of organisational adaptation of a destination to climate change. The note takes its theoretical stance from the organisational learning and adaptation literature. Utilising a case study of a UK island destination, the note focuses specifically on the way the destination management organisation acquires climate change knowledge and how it translates this knowledge into organisational learning and destination adaptation. The study identified a number of challenges facing the destination management organisation, particularly in relation to leadership and destination governance.

**KEYWORDS:** climate change, adaptive learning, destination management learning organisation, destination governance, knowledge management

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\* Kalyan Bandari, School of Business and Enterprise, University of the West of Scotland, Hamilton Campus, 1 Almada Road | Hamilton | ML3 0JB, UK, e-mail: kalyan.bhandari@uws.ac.uk

\*\* Professor Chris Cooper, PhD, Faculty of Business, Oxford Brookes University, Wheatley Campus, Wheatley, OX331HX, UK, e-mail: ccooper@brookes.ac.uk

\*\*\* Lisa Ruhanen, Tourism Cluster, UQ Business School, The University of Queensland, QLD 4072, Australia, e-mail: l.ruhanen@uq.edu.au

## 1. UVOD

Klimatske promjene poprimile su globalne razmjere te privukle pozornost znanstvenika iz svih akademskih disciplina uključujući turizam (Becken, 2013). Turizam je osobito osjetljiv na klimu te je podložan klimatskim promjenama, ne samo u smislu potrebe da se destinacije prilagode prirodnim utjecajima klimatskih promjena, nego i u smislu ponašanja potrošača i obrazovanja turista. Literatura iz područja klimatskih promjena i turizma naglašava potrebu za prilagodbom i mjerama ublažavanja kako bi se umanjio utjecaj klimatskih promjena, ali postoji zabrinutosti da je potrebno uložiti više napora (Jopp *et al.*, 2010; Jopp *et al.*, 2012; McKercher *et al.*, 2010; Ruhanen i Shakeela, 2012; Scott, 2011). Ovaj rad naglašava zanemareno područje bihevioralnih promjena unutar turističkih organizacija kao posljedicu klimatskih utjecaja te se oslanja na literaturu iz područja učećih organizacija i organizacijskog učenja.

## 2. DESTINACIJSKE MENADŽMENT ORGANIZACIJE

Destinacijske menadžment organizacije, osim što nastoje upravljati i koordinirati ponašanje dionika u destinaciji, djeluju i kao predvodnici mišljenja te su značajan izvor znanja za destinaciju (Singh, 2014). Pored njihovih tradicionalnih funkcija u području destinacijskog marketinga i u nekim slučajevima razvoja proizvoda, od njih se očekuje obnašanje dodatnih uloga unutar destinacijske politike uključujući doprinos i rukovođenje destinacijskih sudionika u aspektu turističke strategije: politike, planiranja i šire ekonomije, društvenih i ekoloških promjena unutar destinacije. Takvo proširenje uloge DMO-a zahtijeva nadilaženje znanja iz destinacijskog menadžmenta te posjedovanje mnogo šireg znanja iz područja ekonomije,

## 1. INTRODUCTION

Climate change has become a global conversation and has received attention from scholars across all academic disciplines including tourism (Becken, 2013). Tourism in particular is climate sensitive and is therefore impacted by climate change, not only in terms of the need for destinations to adapt to the physical impacts of climate change, but also in terms of consumer behaviour and tourist education. The climate change and tourism literature has emphasised the need for adaptation and mitigation measures to tackle the *impact* of climate change, but there are concerns that more action is needed (Jopp *et al.*, 2010; Jopp *et al.*, 2012; McKercher *et al.*, 2010; Ruhanen and Shakeela, 2012; Scott, 2011). This research note addresses the neglected area of behavioural change in tourism organisations as a consequence of climate stimuli, and draws upon the literature on learning organisations and organisational learning.

## 2. DESTINATION MANAGEMENT ORGANISATIONS

Destination management organisations (DMOs) not only attempt to manage and coordinate stakeholder behaviour at destinations, but they also act as opinion leaders and valuable sources of intelligence for the destination (Singh, 2014). Over and above their traditional functions of destination marketing and in some cases product development, DMOs are increasingly expected to take on more diverse roles within destination governance systems including contributing to and providing leadership to destination stakeholders on aspects of tourism strategy, policy, planning and broader economic, social and environmental changes within the destination. Such changing roles necessitate DMOs moving beyond destination marketing knowledge to possessing much broader knowledge of the econom-

društvenih i ekoloških utjecaja na destinacijski sustav. Pridajući veliku važnosti klimatskim promjenama za turističku destinaciju, DMO-i igraju glavnu ulogu pri adaptaciji destinacija na promjene kao i strategijama njihovog ublažavanja.

Kako bi uspješno obnašali svoju ulogu, DMO-i će trebati prikupiti, razumjeti, analizirati te prenijeti znanja o klimatskim promjenama unutar, ali i izvan, organizacije njihovim destinacijskim dionicima. S obzirom na prethodno navedeno, klimatske promjene predstavljaju bitnu činjenicu kojoj će organizacije biti prisiljene prilagoditi se (Berkhout *et al.*, 2006). Koristeći slučaj otočne destinacije u Velikoj Britaniji, rad ispituje kako DMO stječe znanja vezana uz klimatske promjene te kako implementira stečena znanja u organizacijsko znanje, učenje i prilagodbu.

### 3. UČEĆE ORGANIZACIJE I ORGANIZACIJSKO UČENJE

Organizacijsko učenje oslanja se na očekivanja da se organizacije mogu prilagoditi nepredviđenim uvjetima mnogo brže nego njihovi konkurenti, koristeći bolje sposobnosti učenja pri stjecanju komparativne prednosti (Argyris i Schon, 1978; Aegryis, 1982). Naglasak je na adaptabilnom učenju, koje omogućuje organizaciji da se lakše nosi s promjenama. Nasuprot učećoj organizaciji koja je usmjerena prema napretku i konstantnim promjenama, organizacijsko učenje bazirano je na ustaljenoj rutini, ovisi o prošlim saznanjima i orijentirano je prema cilju (Levitt i March, 1988). Sporazumno je dogovoreno da je znanje mjera promjene, čime su znanje i promjena međusobno ovisni te sinonimi (Alderfer i Brown, 1975; Friedlander, 1984). Takav stav pretpostavlja učenje važnim elementom prilagodbe izazovima promjene jer, za uvođenje učinkovitih promjena, organizacije i pojedinci moraju prvo učiti (Argyris, 1993; Clark, 1991; Heywood, 1989; Srivastva *et al.*, 1995). Međutim, u bilo kojoj

ic, social and environmental influences on the destination system. Given the increasing importance of climate change for tourism destinations, DMOs also have a central role to play in destination-level climate adaptation and mitigation strategies.

To succeed in this role, DMOs will need to source, understand and communicate knowledge about climate change within their internal structures and also externally to their destination stakeholders. In this regard, climate change acts as a stimulus to organisational change and adaptation, and whether experienced or anticipated, climate change represents an indicative signal to which organisations will be forced to respond (Berkhout *et al.*, 2006). Using a case study of a UK island destination, this note examines how a DMO acquires climate change knowledge and how it translates this knowledge into organisational knowledge, learning and adaptation.

### 3. LEARNING ORGANISATIONS AND ORGANISATIONAL LEARNING

Organisational learning is based on the expectation that organisations can adapt to unpredictable conditions more quickly than their competitors, using enhanced knowledge capabilities to gain competitive advantage (Argyris and Schon, 1978; Argyris, 1982). Here importance is placed on adaptive learning, by which an organisation can learn to cope with change. In contrast to the learning organisation, which is geared towards improvement and continuous change, organisational learning is viewed as routine-based, history-dependent, and target-oriented (Levitt and March, 1988). There is general agreement that learning is a change measure; where learning and change are interdependent and synonymous (Alderfer and Brown, 1975; Friedlander, 1984). This view positions learning as important for adapting to the challenge of change as, for effective change to take place, organisations and individuals must first learn (Argyris, 1993; Clark,

organizaciji upravo individualni članovi te organizacije su oni koji uče; drugim riječima, organizacije ne mogu učiti dok njeni članovi ne počnu učiti (Beesley, 2005; Beesley i Cooper, 2008; Senge, 1990). Kada se jednom nauči, znanje je pohranjeno unutar umova pojedinaca i može se dijeliti samo ako su oni koji ga posjeduju voljni to učiniti. Međutim, čim je znanje učinjeno eksplicitnim, ono odmah postaje dostupno drugima te se može implementirati u strukturu znanja. Jednom kada se to dogodi, znači da je transferirano. Kako bi znanje bilo prihvaćeno, ono se mora podvrgnuti daljnjem kognitivnom procesiranju i voditi restrukturiranju vlastite mreže znanja te omogućiti primatelju da razmišlja drugačije o nekom problemu poput klimatskih promjena.

Ipak, problem se javlja kod svladavanja teorijskih zakonitosti organizacijskog učenja i prilagodbe te njihove primjene kao organizacijskih odgovora na klimatske promjene. Razlog se nalazi u tome što se koncept organizacijskih rutina oslanja na prošla iskustva te je u slučaju klimatskih promjena takvih iskustava izrazito malo. Uistinu, znanje o klimatskim promjenama i prilagodbi u kontekstu turizma još uvijek je u nastajanju, predstavlja novu struju, ekološke uvjete za turističke organizacije kako bi odgovorile na promjene te im se prilagodile. Drugim riječima, organizacije nemaju prijašnja iskustva na temelju kojih mogu oblikovati prilagodljiva ponašanja. Upravo je ta „nevidljivost“ utjecaja klimatskih promjena dovela do Giddensovog paradoksa koji kaže da sve dok opasnosti od strane globalnog zatopljenja ne postanu vidljive, opipljive u svakodnevnom životu, mnogi će sjediti prekriženih ruku te neće poduzeti ništa po tom pitanju (Giddens, 2009:2). U slučaju takvog scenarija Hall i Beck (2005) predlažu svjesno prijelazne, epizodne odgovore na nove, ali tekuće, ekološke uvjete kako bi organizacije mogle kapitalizirati ekološke promjene na način da stvore nove prilike, sposobnosti i mišljenja.

1991; Heywood, 1989; Srivastva *et al.*, 1995). However, in any organisation it is the individual member of that organisation that learns; in other words, organisations cannot learn until their members begin to learn (Beesley, 2005; Beesley and Cooper, 2008; Senge, 1990). Once learned, knowledge is amassed within the minds of individuals and can only be shared if those who possess it are inclined to do so. However, as soon as that knowledge is made explicit, it immediately becomes available to others and can be absorbed into knowledge structures. Once this occurs, it has been transferred. For knowledge to be adopted however, it must undergo further cognitive processing and lead to the restructuring of an individual's knowledge network and allow the recipient to think differently about an issue such as climate change.

There is a problem however, in taking the theoretical principles of organisational learning and adaptation and applying them to organisational responses to climate change. This is because the concept of organisational routines relies on historical experiences, whereas, in the case of climate change there is as yet, little such experience. Indeed, knowledge about climate change and adaptation in tourism contexts is still emerging, representing a new fluid, environmental condition for tourism organisations to respond and adapt to. In other words, organisations have no prior experience to refer to in shaping their adaptive behaviours. This 'invisibility' of the effects of climate change has led to Giddens' paradox' which states that, 'since the dangers posed by global warming aren't tangible, immediate or visible in the course of day-to-day life, however awesome they appear, many will sit on their hands and do nothing of a concrete nature about them' (Giddens, 2009:2). In such a scenario, Hall and Beck (2005) propose a deliberately transient, episodic response to a new, yet fluid, environmental condition so that organisations can capitalise on environmental change in a way that can create new opportunities, options and capabilities.

#### 4. ANALIZA SLUČAJA DMO-a

Provedena je eksplorativna kvalitativna analiza na neovisnom otoku smještenom izvan britanskih otoka. DMO otoka je zadužen za marketing te ima ulogu u poticanju razvoja novih turističkih proizvoda i inovacija na otoku. Primarni podaci prikupljeni su putem dubinskih polustrukturiranih intervjua sa zaposlenicima otočnog DMO-a i ostalih dionika na otoku. Intervjui su bili usredotočeni na saznanja o klimatskim promjenama na otoku, posebice njihovog utjecaja na to kako se ta saznanja pretaču u učenje organizacije i strategije prilagodbe destinacije. Provedeno je 25 intervjua u trajanju između 20 minuta i jednog sata. Intervjui su ili transkribirani doslovce i dani ispitanicima na pregled ili su detaljno bilježeni tijekom intervjua i odmah zapisani. Zapisi intervjua analizirani su i ručno kodirani pomoću tehnika tematskog kodiranja sadržajne analize.

#### 5. REZULTATI

##### *Izvori i razmjena znanja*

Istraživanje je pokazalo da su izvori znanja unutar DMO-a raznoliki te je protok informacija unutar DMO-a *ad hoc* i neformalan. Većina ispitanika uvidjela je da DMO pruža zaposlenicima i ostalim turističkim dionicima slobodan ambijent za zajedničko korištenje informacija i ideja. Međutim, unutar DMO-a postoji malo formalnih načina razmjene informacija. DMO je mala organizacija te se osoblje neformalno viđa na dnevnoj bazi. Međutim, rad u malom timu također ih stavlja u situaciju stalnog stresa ostavljajući im malo vremena za sjedenje i razmjenu informacija na nešto formalniji način.

Što se tiče vanjske okoline, DMO održava kompjuterizirani sustav razmjene informacija za sustav turizma na otoku i na tjednoj bazi distribuira elektronički *newsletter*.

#### 4. THE DMO CASE STUDY

An exploratory qualitative study was carried out in an island microstate located off the British Isles. The island's DMO is primarily responsible for marketing and plays a role in encouraging new tourism product development and innovation on the island. Primary data was collected through in-depth semi-structured interviews with the employees of the island's DMO and other island stakeholders. The interviews were focused on understanding the influence of climate change on the island, particularly its impact on the way the DMO acquires climate change knowledge and how it translates this knowledge into organisational learning and destination adaptation strategies. A total of 25 interviews were undertaken lasting between 20 minutes and one hour. The interviews were either transcribed verbatim and checked by the interviewees or detailed notes were taken and immediately written-up following the interview. The interview transcripts were analysed and manually coded using content analysis thematic coding techniques.

#### 5. RESULTS

##### *Knowledge sources and exchange*

The research identified that knowledge sources within the DMO are varied and information sharing within the DMO is *ad hoc* and informal. Most respondents recognised that the DMO offers a free environment for employees and industry stakeholders to share information and ideas. There are however, few formal measures within the DMO for knowledge exchange. The DMO is a small organisation and so informally staff generally see each other on a daily basis. However, being a small team also puts them under constant work pressure, leaving little time to sit together and share information in a more formalised manner.

Externally the DMO maintains a computerised information sharing system for the island's tourism industry and a weekly

U pogledu vanjskog umrežavanja na otoku većina osoblja DMO-a sudjeluju u radu raznih odbora povezanih s turizmom. Ipak, ove su interakcije uglavnom ograničene na razvoj proizvoda i probleme s marketingom. Opseg u kojem DMO surađuje s dionicima u mrežama izvan otoka ograničen je.

*Znanje o klimatskim promjenama, učenje i prilagodba*

S obzirom na neformalne strukture razmjene znanja koje obično postoje unutar DMO-a, ne iznenađuje činjenica da je razmjena znanja u pogledu klimatskih promjena unutar DMO-a uglavnom neformalna, tj. da su ispitanici identificirali mali broj službenih mjera. Na primjer, izričite informacije o klimatskim promjena dolaze do DMO-a iz raznih izvora, kao što su ministarstva, preporuke Europske unije, web stranice i drugi mediji. Međutim, ispitanici su primijetili da su te informacije većinom općenite. U pogledu obrazovanja i usavršavanja, DMO nije poticao niti jedan oblik uvođenja ili osposobljavanja za zaposlenike DMO-a s obzirom na problem vezan uz klimatske promjene i njegove implikacije pa zaposlenici DMO-a nisu sudjelovali niti na jednoj vanjskoj radionici ili osposobljavanju o klimatskim promjenama.

Ispitanici iz svih DMO-a su se složili da postoji svijest o klimatskim promjenama, mnogi su potvrdili da su općenito svjesni klimatskih promjena ali su smatrali da klimatske promjene ne predstavljaju problem koji se tiče otoka općenito, niti posebno turizma. Sigurno da je „nevidljivost“ klimatskih promjena bila zajednička tema među ispitanicima i razlog zbog kojeg klimatske promjene predstavljaju tako niski prioritet na otoku. Vanjska razmjena znanja o klimatskim promjenama bila je vrlo ograničena.

Kada su ispitanici zamoljeni komentirati prilagodbe i inicijative od strane DMO-a, većina ih je identificirala prilagodbu klimatskim promjenama u suštini kao redukciju

electronic industry newsletter is distributed. In terms of external networking on the island, most DMO staff are on different boards associated with tourism. However, these interactions are mainly limited to product development and marketing issues. The extent to which the DMO engages with stakeholders in networks external to the island is limited.

*Climate change knowledge, learning and adaptation*

Given the informal knowledge exchange structures that exist within the DMO generally, not surprisingly knowledge exchange regarding climate change within the DMO is largely tacit with few formal measures identified by respondents. For instance, explicit information on climate change flows to the DMO through a variety of sources, including government departments, European Union recommendations, websites and other media sources. Respondents noted however that this information was largely generic. In terms of education and training, the DMO had not instigated any form of induction or training for DMO staff on climate change issues and its implications, and DMO staff had not participated in any external workshops or training programs on climate change.

Across the DMO there was consistency in the respondents' awareness of climate change; many respondents claimed that they were aware of climate change generally but it was their understanding that climate change is not an issue concerning the island generally or tourism on the island specifically. Certainly the 'invisibility' of climate change was a common theme amongst the respondents and a reason why climate change had such a low priority on the island. External knowledge exchange regarding climate change was also very limited.

When respondents were asked to comment on the DMOs adaptation actions and initiatives most respondents identified climate change adaptation as essentially about



ljudskih aktivnosti i utjecaja koji uzrokuju ekološku degradaciju. U pogledu same destinacije većina ispitanika je navela potrebu za očuvanjem fizičkih i prirodnih značajki otoka kako bi se zadržala njegova atraktivnost za posjetitelje kao glavna prilagodba klimatskim promjenama. Ispitanici su bili gotovo jednoglasni u stavu da promjene proizvoda na otoku nisu bile strateški odgovor na prilagodbu klimatskim promjenama već reakcija na mijenjanje obrazaca ponašanja potrošača. Zanimljivo je da je svaki odjel DMO-a klimatske promjene shvaćao kao problem drugog odjela.

## 6. RASPRAVA

Ovo je istraživanje omogućilo dragocjen uvid u organizacijsko znanje, učenje i iskustava prilagodbi DMO-a. U ovom slučaju, u pogledu organizacijskog znanja i učenja, DMO ima ograničen pristup novim izvorima i mrežama znanja. Dok je DMO bio relativno dobro povezan iznutra (iako neformalno), utvrđen je nedostatak prilika za integriranje novog znanja u organizacijski sustav. Određeni broj ispitanika, bilo eksplicitno ili nagovještajem, priznalo je da ima malo znanja o klimatskim promjenama. Nepostojanje uključivanja kontakata izvan otoka predstavlja problem kao i nedostatak edukacije i osposobljavanja unutar DMO-a. Nedvojbeno je da će izostanak tijekom novih znanja u organizaciju zasigurno ograničiti institucionalne kapacitete DMO-a za prilagodbu klimatskim promjenama. Klimatske promjene za DMO-a su evidentno nisko prioritete pa su tako mjere prilagodbe povezane s klimom gotovo nepostojeće.

U ovoj studiji slučaja pokazano je da DMO-u nedostaje organizacijske kulture i vodstvenog ponašanja koje Garvin *et al.* (2008) identificiraju kao značajne za organizacijsko učenje i prilagodbu, nove informacije vezane za klimatske promjene nisu se tražile, DMO nije razvijao strategije bazirane na znanju i politike vezane za klimatske

reducing human actions and impacts that cause environmental degradation. In terms of the destination itself, most respondents referred to the need to preserve the physical and natural features of the island to maintain its attractiveness to visitors as the main adaptation to climate change. Respondents were almost unanimous in the view that the product changes that have been implemented on the island were not a strategic response to climate change adaptation, but rather in reaction to changing consumer behaviour patterns. Interestingly each of the internal departments saw climate change as a problem of another DMO department.

## 6. DISCUSSION

This exploratory case study has provided valuable insights into the organisational knowledge, learning and adaptation experiences of a DMO. In this case, in terms of organisational learning and knowledge, the DMO had limited access to new knowledge sources or networks. While the DMO was relatively well connected internally (albeit informally), there was little evidence of opportunities to inject new knowledge into the organisational system. Indeed a number of respondents, either explicitly or through intimation, admitted to having little knowledge about climate change. The lack of engagement with networks external to the island is problematic in this regard, as is the lack of education and training available within the DMO. Arguably the lack of new knowledge stocks flowing into the organisation will inevitably constrain the DMO's institutional capacity to adapt to climate change. Climate change was clearly a low priority for the DMO and so climate-related adaptation measures were almost non-existent.

The DMO in this case study lacked the organisational culture and leadership behaviour that Garvin *et al.* (2008) identifies as essential for organisational learning and adaptability; knowledge inputs around cli-

promjene i turizam; zaposlenici DMO-a su bili fokusirani na svakodnevne i tekuće probleme s vrlo malo svijesti o predviđanjima za razvoj turizma na otoku pod utjecajem klimatskih promjena. Rezultati ovog istraživanja dokazuju ono što je Czernek (2013) nazvao odrednicama koje mogu spriječiti ili omogućiti razmjenu znanja u destinaciji uključujući i nedostatak rukovođenja. Jakim vodstvom DMO može savladati mnoge negativne faktore koji sprječavaju razmjenu znanja i potaknuti razvoj učeće destinacije. Tomu je posebno tako s obzirom da je literatura pokazala da najučinkovitije organizacijsko učenje ovisi o osnovnom znanju i njegovom menadžmentu.

Analizirajući dalje ovaj problem, intervjui su razotkrili činjenicu da su ustavni status otoka i politički sustav suprotstavljeni strateškom dugoročnom pristupu klimatskim promjenama te su tako umanjivali potrebu za izvorima znanja vezanih uz klimatske promjene. U pogledu upravljanja, otok potpada pod Ujedinjeno Kraljevstvo a izvršnu moć obnaša Glavni ministar i ministri koji se biraju među članovima Skupštine otoka. Važna značajka političkog sustava otoka je odsutnost stranačke politike; naime svih 53 članova skupštine su neovisni zastupnici. Ovakav sustav ima dvije implikacije vezane uz klimatske promjene i donekle objašnjava rezultate istraživanja.

Prvo, prema Ustavu otok ne održava izravne međunarodne odnose s ostalim zemljama. Umjesto toga, vlada Ujedinjenog Kraljevstva zastupa otok u tim sferama. To znači da, iako je potpisnik drugog stupnja Protokola iz Kyota, budući da pripada Ujedinjenom Kraljevstvu, nije odredio vlastite ciljeve vezane uz redukciju ugljena i u velikoj mjeri zaostaje za ciljevima Ujedinjenog Kraljevstva. Ustavni zakon otoka zajedno s nedostatkom vanjskog znanja ima jasan utjecaj na način na koji se klimatske promjene doživljavaju u DMO-u. Zasiurno nije se smatralo da otok hitno mora odgovoriti ili prilagoditi se na klimatske promjene. Zapr-

mate change were not sought, the DMO was not developing knowledge-based strategies and policies for climate change and tourism; and DMO staff were focused on day-to-day and tactical issues with few cognizant of the predictions for tourism on the island under climate change scenarios. The findings of this study provide evidence for what Czernek (2013) claimed were determinants that could hinder or enable knowledge exchange at the destination level including a lack of leadership. Strong leadership by the DMO can overcome many of the negative factors hindering knowledge exchange and foster the development of a learning destination. This is particularly the case given that the literature has shown that the most effective organisational learning is dependent upon a baseline of knowledge and its management.

Exploring this issue further, the interviews uncovered the fact that the island's constitutional status and political system militate against a strategic long-term approach to climate change and have detracted from the need to source knowledge stocks on climate change. In terms of governance, the island is a British Crown dependency and the executive power is exercised by a Chief Minister and ministers, who are elected from among the members of the island's Assembly. An important character of the island's political system is the absence of party politics: all 53 members of the Assembly are independents. This system has two implications for climate change and goes some way to explaining the findings.

Firstly, in terms of the constitution, the island does not maintain direct international relations with other countries. Instead, these are taken care of by the United Kingdom government on its behalf. This means that whilst it is committed to the second stage of the Kyoto protocol, being part of the UK, it does not have its own carbon reduction targets and largely lags behind the UK's targets. The combined effects of the constitutional status of the island, together with the lack of external knowledge inputs had a very clear impact on the way climate change is viewed



vo u sustavu turizma postoji izraziti nedostatak interesa o tom problemu.

Drugo, neki ispitanici su naveli da postojeći politički sustav neovisnih zastupnika vodi unutrašnje orijentiranom, reaktivnom i taktičnom pristupu problemima gdje strategija nije prioritet. Neizbježno, kao neovisni, članovi skupštine se više brinu o svakodnevnim poslovima svojih izbornih jedinica nego o dugoročnim globalnim problemima poput klimatskih promjena. Ovo stvara problem provođenja konzistentnih strategija zbog slabe političke memorije. S obzirom da je skupština sastavljena od neovisnih članova, kada jedan član napusti ili izgubi na izborima, njihovo znanje i institucionalno pamćenje se izgubi. Sa svakim novim političarom tehnokrati moraju ponovno počinjati od početka. Takova nestabilna priroda politike ne podržava dugoročni, strateški i politikom motiviran pristup prilagodbi klimatskim promjenama.

## 7. ZAKLJUČAK

Na temelju literature iz područja učećih organizacija i organizacijskog učenja ovo istraživanje omogućilo je prva saznanja o organizacijskom znanju, iskustva učenja i prilagodbe DMO-a s obzirom na klimatske promjene. Ovo istraživanje je bilo potaknuto prepoznavanjem „nove“ vodeće uloge DMO-a koja prelazi granice tradicionalnih okvira destinacijskog marketinga omogućavanjem, olakšavanjem i pružanjem poticaja za promjenama ponašanja u turizmu (Coles *et al.*, 2013). Međutim, zaposlenicima DMO-a bit će potrebna nova znanja i vještine koja će im omogućiti stjecanje znanja o klimatskim promjenama i njegovo razumijevanje prije no što se integrira u strukture znanja i kasnije razviju (ili doprinesu) politike i strategije koje mogu potaknuti destinacijsku otpornost i prilagodljivost klimatskim promjenama.

Rezultati istraživanja ukazuju na to da se u ovom slučaju DMO još nije u potpunosti počeo baviti mnoštvom problema vezanih

in the DMO. Certainly there was no sense of urgency that climate change was an issue that the island must respond or adapt to. In fact, there was a distinct lack of concern about the issue in the tourism sector.

Secondly, some respondents alleged that the resulting political system of independents leads to an inward looking, reactive and tactical approach to issues, where strategy is not a priority. Inevitably, as independents, Assembly members are more concerned with the day-to-day affairs of their constituency rather than on longer-term global issues such as climate change. This also creates a problem of delivering consistent policies because of weak political memory. With the Assembly composed wholly of independents, when a Member leaves or loses an election, their tacit knowledge and institutional memory is lost. The technocrats have to restart from the beginning with each new politician. Such an unstable nature of politics does not support a long-term, strategic or policy-driven approach to climate change adaptation.

## 7. CONCLUSION

Building on the literature on learning organisations and organisational learning, this research note has provided some of the first insights into the organisational knowledge, learning and adaptation experiences of a DMO with regards to climate change. This study was driven by the recognition that DMOs have a ‘new’ leadership role that extends beyond the traditional remit of destination marketing to act as enablers, facilitators and providing the stimulus to behaviour change across the tourism industry (Coles *et al.*, 2013). However, DMO staff will require new knowledge stocks and skills that allow them to source and understand climate change knowledge, before integrating it into their knowledge structures and going on to develop (or contribute to) policies and strategies that can facilitate destination resilience and adaptation to climate change.

uz klimatske promjene. Dok su zaposlenici DMO-a svjesni klimatskih promjena na osnovnoj razini, mnogi ne mogu prepoznati implikacije klimatskih promjena za otok općenito ili posebno za turizam na otoku. Slijedom toga jasno je da mjere prilagodbe za otok nisu bile smatrane prioritetom. Ako je DMO proveo neke promjene turističkog proizvoda na otoku, to je samo bila reakcija na promjene obrasca ponašanja potrošača i tržišta posjetitelja, npr. biciklističke staze i šetnice.

S obzirom na neformalnu strukturu razmjene znanja koja postoji unutar DMO-a općenito, ne iznenađuje to da je razmjena znanja u pogledu klimatskih promjena unutar DMO-a neformalna jer su ispitanici naveli mali broj službenih mjera. Nedostaje uvođenje novog znanja u DMO-u. Kada je DMO primala opća znanja o klimatskim promjenama, rukovoditelji DMO-a su se malo potrudili kako bi osigurali povoljno okruženje za učenje koje bi potaknulo razvoj novih saznanja vezanih uz klimatske promjene (npr. informiranje, stručno osposobljavanje, vanjske radionice, itd.). Rezultati jasno ukazuju da je nedostatak vođenja kako u turizmu tako i u programima rješavanja pitanja klimatskih promjena doveo do ravnodušnosti prema problemu klimatskih promjena i njihovog mogućeg utjecaja na budućnost otoka.

Saznanja dobivena iz ovog istraživanja ističu da postoji priličan jaz u pogledu organizacijskog učenja u kontekstu klimatskih promjena. Potrebna su daljnja empirijska istraživanja kako bi se istražio obim uključenosti DMO-a u organizacijskom učenju i njihovom djelovanju kao učeće organizacije. Dakako, potrebno je usredotočiti se na načine kako se načela organizacijskog učenja i prilagodbe primjenjuju na reakcije organizacija na klimatske promjene. Kao što je spomenuto, oslanjanje na prijašnja iskustva u organizacijskom učenju predstavlja izazov u području klimatskih promjena zbog oskudice takvih iskustava. Dok posebnosti ovog slučaja, tj. ustavni status i politički sustav,

The findings of this exploratory research demonstrate that, in this case, the DMO has yet to fully engage with the myriad of issues around climate change. While the DMO staff were aware of climate change issues on a general level, most could not identify the implications of climate change for the island generally or for the tourism industry on the island more specifically. It follows then that adaptation measures for the island were not considered a priority. Where the DMO had made product changes on the island this was in response to changing consumer demand patterns and visitor markets, i.e. cycling and walking trails on the island.

Given the informal knowledge exchange structures that exist within the DMO generally, not surprisingly knowledge exchange regarding climate change within the DMO is largely tacit with few formal measures identified by respondents. Injections of new knowledge into the DMO were lacking. While the DMO received general knowledge about climate change, the DMO management has done little to facilitate a learning environment that would support the development of climate related knowledge (i.e. induction, training, external workshops, etc.). The findings clearly demonstrate that the lack of leadership across both tourism and climate change agendas has led to indifference to the issue of climate change and its potential impact upon the island's future.

The insights gained from this particular study context highlight that there are still considerable gaps in terms of organisational learning in the context of climate change. Further empirical studies are needed to explore the extent to which DMOs are engaged in organisational learning and acting as learning organisations. Certainly focus is needed on how the principles of organisational learning and adaptation apply to organisational responses to climate change. As noted, the reliance on historical experiences in organisational learning presents a challenge in the case of climate change where

predstavljaju određena ograničenja, rezultati istraživanja uistinu daju uvid u važnost sveobuhvatnog rukovođenja destinacijom i granicu do koje će to utjecati na razvoj učee destinacije koja je sposobna prilagoditi se i odgovoriti na buduće scenarije klimatskih promjena.

there is little such experience. While the particularities of this case, namely the constitutional status and political system, have presented certain limitations, the findings do give insights into the importance of the over-arching governance of the destination and the extent to which this will impact on the development of a learning destination that is equipped to adapt and respond to future climate change scenarios.

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*Primljeno: 3. studenog 2014. /*

*Submitted: 3 November 2014*

*Prihvaćeno: 13. studenog 2014. /*

*Accepted: 13 November 2014*