Marianna Sigala · Marcela Fang ·
Anastasia Yeark · Julia N. Albrecht ·
Oscar Vorobjovas-Pinta *Editors*

Case Based Research in Tourism, Travel, and Hospitality

Rethinking Theory and Practice

Springer

Case Based Research in Tourism, Travel, and Hospitality

Marianna Sigala • Marcela Fang
Anastasia Yeark • Julia N. Albrecht
Oscar Vorobjovas-Pinta
Editors

Case Based Research in Tourism, Travel, and Hospitality

Rethinking Theory and Practice

Springer

Editors
Marianna Sigala
Newcastle Business School
The University of Newcastle Australia
NewCastle, NSW, Australia

Anastasia Yeark
Kaplan Business School
Brisbane, QLD, Australia

Oscar Vorobjovas-Pinta
School of Social Sciences
University of Tasmania
Hobart, TAS, Australia

Marcela Fang
Faculty of Higher Education
William Angliss Institute
Melbourne, VIC, Australia

Julia N. Albrecht
Business School
University of Otago
Dunedin, Otago, New Zealand

ISBN 978-981-97-1890-0 ISBN 978-981-97-1891-7 (eBook)
https://doi.org/10.1007/978-981-97-1891-7

© The Editor(s) (if applicable) and The Author(s), under exclusive license to Springer Nature Singapore Pte Ltd. 2024
This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.
The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.
The publisher, the authors, and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Springer imprint is published by the registered company Springer Nature Singapore Pte Ltd.
The registered company address is: 152 Beach Road, #21-01/04 Gateway East, Singapore 189721, Singapore

Paper in this product is recyclable.

Contents

1 **Introduction: Case-Based Research in Tourism, Travel, and Hospitality: Rethinking Theory and Practice** 1
Marianna Sigala, Julia N. Albrecht, Oscar Vorobjovas-Pinta, Marcela Fang, and Anastasia Yeark

Part I Leadership and Strategy

2 **Leadership and Agility: What Can We Learn from Melbourne Quarantine Hotel During the COVID-19 Pandemic?** 15
Marcela Fang, Ajay Khatter, and Kijung Choi

3 **COVID-19 Disruption at Mullaloo Wharf Apartment Hotel: Choosing a Strategic Route to Success** 37
Oscar Vorobjovas-Pinta and Joanna Pearce

4 **Social Media and Crisis Communication: Managing or Creating a Crisis? Lessons Learnt from Hotel Amarilis** 61
Marianna Sigala

5 **Sales Leadership in Tourism: The Case of Contiki Canada** 83
Olivia R. Howell and Karen M. Peesker

Part II Innovation and Entrepreneurship

6 **Measuring Hotel and Resort Performances During and Post-COVID-19: A Balanced Scorecard Approach** 101
Leo Y. L. Kwong, Marcela Fang, and Zdenka Gabrielova

7 **Yoho Bed: Scaling Up a Platform Business in the Hospitality Industry** 121
Jeeshan Mirza and Prescott C. Ensign

8 Cutting Retention with a Knife: Managing COVID-19-Impacted Turnover Within the Rooms and Culinary Departments at Fairmont Banff Springs 145
Michael W. Lever

9 Driving Innovation and Embracing Change During a Pandemic with Pricing and Analytics Automation: The Case of ALH Hotels 159
Antoine Bisson, Brett Salter, and Murtaza Rangwala

10 Closing the Service Innovation Gap in Hospitality Management: The Case of a Fast-Food Chain in Switzerland 179
Thorsten Merkle, Dominik Knaus, and Chantal Siegrist

11 Product Development for the HAJ Restaurant Chain Based on Financial, Resilience, and Stakeholder Perspectives 193
Meysam Ramyar

Part III Sustainability and Community Engagement

12 Community Involvement in Cultural Heritage Tourism: The Case of Ngorongoro Conservation Area, Tanzania 213
Yusuph John Kulindwa

13 Sustainable Tourism Development: The Challenges of Small Businesses in a Shadow Destination 231
Anna Sörensson, Annika Cawthorn, and Ulrich Schmudde

14 Backwater Tourism and Houseboat Operations in Vembanad, Kerala: Competing Uses and Management Conflicts 243
Rutool Sharma and Ravi S. Sannabhadti

Index 265

About the Editors

Julia N. Albrecht is an Associate Professor in the Department of Tourism at the University of Otago, Dunedin, New Zealand. Her research interests include tourism destination management, visitor management, and nature-based tourism. Julia is a co-editor of the *Journal of Outdoor Recreation and Tourism* as well as on the editorial board of the *Journal of Hospitality and Tourism Research*. Julia is the editor of the books *Visitor Management in Tourism Destinations* (2017, CABI) and *Managing Visitor Experiences in Nature-Based Tourism* (2021, CABI).

Marcela Fang is a Senior Lecturer in the Faculty of Higher Education at William Angliss Institute, Melbourne, Australia, where she lectures across graduate and undergraduate programmes, including leadership, leadership development, strategy and entrepreneurship. Her experience includes leadership coaching, the design, development, and evaluation of leadership development programmes for higher education and industry settings, and the design of higher education curricula. Marcela's research focuses on leadership, leadership development and online learning. She has published in high-quality journals like the *Journal of Hospitality and Tourism Management*, the *Journal of Hospitality and Tourism Research*, the *Journal of Applied Learning and Teaching* and the *Journal of University Teaching and Learning Practice*. Marcela has also coedited the book entitled *Case Based Research in Tourism, Travel, Hospitality and Events* (2022), Springer.

Marianna Sigala is a Professor at the University of Newcastle (Australia) and a multi-awarded research authority specialising in tourism technologies, experience management and wine tourism. She has published 11 books and numerous journal papers, while she has also participated in many international tourism-related research programmes. She has served on the executive board of ICHRIE, EuroCHRIE and IFITT. She is the co-editor of the *Journal of Service Theory and Practice* and the Editor-in-Chief of the *Journal of Hospitality and Tourism Management*.

Oscar Vorobjovas-Pinta is the Course Coordinator of Graduate Certificate, Graduate Diploma and Masters of Tourism, Environmental and Cultural Heritage and a Lecturer in Tourism and Society at the University of Tasmania. Oscar is a leading expert on LGBTQI+ communities in the context of tourism, events, leisure and hospitality. His research interests are the sociology of tourism, peer-to-peer hospitality, tourist behaviour, Antarctic tourism, extending ethnographic and qualitative research methods into tourism research, and technology-enhanced tourism experiences. Oscar is the President of the Australia and New Zealand Association for Leisure Studies (ANZALS) and a Board Director of Visit Northern Tasmania.

Anastasia Yeark is a Chartered Manager (Australian Institute of Managers and Leaders) and an Academic Head of the Strategy and Operations Discipline at Kaplan Business School. She holds a Master of Business, a Bachelor in International Hotel and Tourism Management and has a decade worth of leadership experience in the hospitality industry. Her current passion lies within the higher education industry and curriculum design. Since 2017, Anastasia has been representing Kaplan Business School at CAUTHE as a chapter director, and in 2019, she was appointed as CAUTHE executive committee member.

List of Appendices

Chapter 2
Appendix 1: Leadership Worksheet for Question Two 32
Appendix 2: Leadership Traits Worksheet for Question Three..... 33

Chapter 11
Appendix 1: Proposed Teaching Plan 207

List of Figures

Fig. 2.1 Occupancy % Australia, Year to Date—December 2021 vs December 2020. (Data source: STR, LLC/STR Global, Ltd. trading as "STR" (2022) Australia & New Zealand Hotel Review-TRI) 16

Fig. 3.1 Some of the characteristics of PESTLE key external factors 40
Fig. 3.2 The comparison of strengths, weaknesses, opportunities, and threats (SWOT) and its rationale. (Adapted from Evans 2020) 41
Fig. 3.3 Palmerston Accommodation Alliance properties in Western Australia 45
Fig. 3.4 Visitor nights ('000) as per trip category for Western Australia, including current data and future projections. (Adapted from Tourism Research Australia 2022) 46
Fig. 3.5 Average hotel occupancy percentages and the average daily room rates of hotels within Destination Perth (which includes the wider metropolitan area) over 12 months from October 2021 to September 2022. (Adapted from Tourism Western Australian 2022c) 47

Fig. 7.1 Booking options for tourists for budget hotels in Sri Lanka. (Source: Author developed) 131

Fig. 9.1 Nightcap Hotels locations as of January 2022. (ALH Hotels, 2022) 161
Fig. 9.2 Guest Room at Nightcap at Pymble Hotel, NSW. (ALH Hotels, 2022) 162
Fig. 9.3 Contents of 2018 RM training. (ALH Hotels, 2022) 163
Fig. 9.4 ALH Hotels 2020 occupancy. (ALH Hotels, 2022) 165
Fig. 9.5 Pace Revenue logo. (Courtesy of Pace Revenue) 169

Fig. 9.6 Amount of rate changes adjusted on Wed, 15 December 2021. (ALH Hotels, 2022) 170
Fig. 9.7 Amount of rate changes adjusted on Thu, 3 March 2022. (ALH Hotels, 2022) 170
Fig. 9.8 Nightcap at the Ship Inn. (ALH Hotels, 2022) 171
Fig. 9.9 2019 vs 2021 Australia-wide revenue comparison. (ALH Hotels, 2022) 172
Fig. 9.10 2019 vs 2021 Western Australia-wide revenue comparison. (ALH Hotels, 2022) 172

Fig. 10.1 Double diamond model based on Lewrick et al. (2018) and Knaus and Merkle (2020) 181
Fig. 10.2 Project phases. (Authors' own illustration) 183

Fig. 11.1 HAJ Restaurant chain's distribution (with permission). (Source: http://www.akbarjoojeh.com/realbranches/) 199
Fig. 11.2 Resilience perspective on product development 201

Fig. 12.1 Boma cultural heritage at Ngorongoro Conservation Area. (Source: https://www.exploring-africa.com/en/tanzania/ngorongoro-conservation-area-zones/maasai-and-ngorongoro-conservation-area) 214
Fig. 12.2 Maasai cultural dancing around the bomas in the pseudo-Maasai Village at Ngorongoro Conservation Area (2022). (Source: http://ukarimu-tz.blogspot.com/2016/04/information-about-maasai-cultural-bomas.html) 218
Fig. 12.3 Contribution of tourism to GDP in Tanzania 218
Fig. 12.4 Contribution of tourism to GDP worldwide. The total contribution of travel and tourism to gross domestic product (GDP) in Tanzania and worldwide from 2006 to 2020. (Source: https://www.statista.com/statistics/311575/inbound-visitor-growth-the-middle-east/) 219
Fig. 12.5 Boma cultural heritage indicating the handicrafts being presented to the tourists. (Source: Ngorongoro Conservation Area Authority) 219
Fig. 12.6 Community involvement in selling handicrafts at cultural heritage sites containing bomas. (Source: Ngorongoro Conservation Area Authority) 220
Fig. 12.7 International and domestic revenue from 2014 to 2021 at Ngorongoro Conservation Area. (Source: Ngorongoro Conservation Area Authority) 220
Fig. 12.8 Total number of domestic tourists at Ngorongoro Conservation Area between 2014 and 2021. (Source: Ngorongoro Conservation Area Authority) 221
Fig. 12.9 Total number of international tourists at Ngorongoro Conservation Area between 2014 and 2021. (Source: Ngorongoro Conservation Area Authority) 221

Fig. 13.1 Map over Sweden and Duved 233
Fig. 13.2 Ski area of Duved. (Author's own Sörensson, 2024)..... 235

Fig. 14.1 Map showing location of Cochin backwater system, with Vembanad Lake and surroundings in Kerala, India. (Source: Generated by Authors Using Census of India 2011)..... 244
Fig. 14.2 Photographs of houseboats cruising in Vembanad backwaters. (Source: Rutool Sharma, December 2019) 250
Fig. 14.3 Proliferation of weeds in Vembanad backwaters. (Source: Rutool Sharma, December 2019) 255

List of Tables

Table 3.1 Characteristics of Mullaloo Wharf Apartment Hotel 44
Table 3.2 Proposed teaching strategy 57

Table 4.1 Crisis communication response strategies for reputation management 64
Table 4.2 COVID-19 and tourism in Greece: brief overview of phases and measures 69
Table 4.3 Design examples of crisis communication strategies and practices 77
Table 4.4 Good and bad practices executed at different stages of the COVID-19 crisis 78

Table 5.1 Contiki results 91

Table 6.1 Secondary data sourced for analysing BSC perspectives 106
Table 6.2 Overall financial performance for the hotel division 107
Table 6.3 Tripadvisor customer satisfaction for hotels division 108
Table 6.4 Proposed teaching plan 114
Table 6.5 Group activity worksheet 114

Table 7.1a Tourism in Sri Lanka at a Glance 128
Table 7.1b Tourism in Sri Lanka at a Glance 128
Table 7.1c Tourism in Sri Lanka at a Glance. Note: Aggregated arrivals and percentage of arrivals from each country for five years 128
Table 7.1d Tourism in Sri Lanka at a Glance 128
Table 7.1e Tourism in Sri Lanka at a Glance 128
Table 7.2 Property types offered by Yoho Bed 130

Table 8.1 Job description summaries and duties 149
Table 8.2 2019 vs. 2021 termination report with reasons given for departure 151

Table 9.1 ALH Hotels business requirements for an RM solution 168
Table 9.2 Nightcap at the Ship Inn Busselton results comparison between Jan 2020 and Jan 2021 171

Table 11.1 Financial restaurant key performance indicators pre and during COVID-19 200
Table 11.2 Stakeholders' perspectives on product development..... 202

Table 14.1 Number of houseboats..... 247
Table 14.2 Ostrom's principles and the possibilities for the case 253
Table 14.3 Guiding questions for stakeholder analysis with student groups 259

Chapter 1
Introduction: Case-Based Research in Tourism, Travel, and Hospitality: Rethinking Theory and Practice

Marianna Sigala, Julia N. Albrecht, Oscar Vorobjovas-Pinta, Marcela Fang, and Anastasia Yeark

Introduction: Scope and Aims of the Book

We are delighted to introduce the second book on case-based research in tourism, travel, and hospitality. Since the conception and publication of the first book (see Sigala et al., 2022), the tourism, travel, and hospitality world has changed immensely. The COVID-19 pandemic has had a profound and transformative impact on the tourism, travel, and hospitality industries. The widespread restrictions, lockdown measures, and travel bans implemented to curb the spread of the virus have significantly disrupted global tourism patterns and forced businesses into making unconventional decisions (Costantino et al., 2020; Pappas & Glyptou, 2021). Current data about tourists' behaviour and industry practices also suggest that many of the COVID-19 introduced changes are here to stay (such as physical experiences,

M. Sigala
The Univeristy of Newcastle Australia, Newcastle, NSW, Australia
e-mail: m.sigala@aegean.gr

J. N. Albrecht
University of Otago, Dunedin, Otago, New Zealand
e-mail: Julia.albrecht@otago.ac.nz

O. Vorobjovas-Pinta
School of Social Sciences, University of Tasmania, Hobart, TAS, Australia
e-mail: Oscar.pinta@utas.edu.au

M. Fang (✉)
William Angliss Institute, Melbourne, VIC, Australia
e-mail: marcela.fang@angliss.edu.au

A. Yeark
Kaplan Business School, Brisbane, QLD, Australia
e-mail: Anastasia.yeark@kbs.edu.au

© The Author(s), under exclusive license to Springer Nature Singapore Pte Ltd. 2024

M. Sigala et al. (eds.), *Case Based Research in Tourism, Travel, and Hospitality*,
https://doi.org/10.1007/978-981-97-1891-7_1

accelerated adoption of technologies, resetting of business models, strategies, and decision-making processes for tourists and tourism organisations alike).

The case studies in this book delve into the realities of the 'new normal' that tourism, travel, and hospitality businesses had to adapt to in the ever-changing world. The pandemic has accelerated the adoption of digital solutions, such as virtual tours, contactless check-ins, and, sometimes, remote work in the industry (Sigala, 2021; Sharma et al., 2021). As the world gradually recovers, the tourism, travel, and hospitality industry must adapt to new paradigms, emphasising resilience, sustainability, and the integration of technology to meet evolving consumer expectations and navigate an uncertain future (Sigala, 2020). Similarly, many destinations saw the pandemic as an opportunity to reflect, rethink, and reinvent their tourism offering (Sharma et al., 2021; Yeoman et al., 2022). For example, there has been an apparent shift away from mass tourism, and there is a renewed emphasis on sustainable tourism. Furthermore, regenerative tourism is gaining increased consideration in several destinations, such as Flinders Island in Tasmania (Dredge, 2022).

Such dramatic changes require new knowledge and skills not only in the industry but also in the public sector. Subsequently, tertiary education institutions are also required to update their curricula design and content and ensure that graduates are ready for the new industry reality. Moreover, it also becomes imperative that educational institutions also reexamine their pedagogical strategies and practices so that the latter also reflect and address the current profile and needs of tourism graduates (e.g. remote or hybrid working skills). The pandemic has not only heightened the importance of authentic teaching and learning, but it has also fundamentally altered the mode of how students learn. In other words, in this new industry context, educational institutions should rethink what they teach and how they teach it in relation to the new profile and needs of the student audience. For example, an increasing number of tertiary education providers offer content in new formats, for example, micro-credentials (Brown et al., 2021; Orman et al., 2023).

With the widespread adoption of remote learning and virtual classrooms, traditional face-to-face education has been replaced or supplemented by online platforms and digital tools. E-learning has equally affected both theoretically based as well as practice-based courses and instruction, which are both equally important in tourism and hospitality education. For example, we have experienced the replacement and/or enrichment of industry field trips with virtual tours, industry professionals speaking to students via Zoom, and virtual internships. While online teaching and learning were crucial during the pandemic, this relevance persists in the post-pandemic educational environment. This shift has necessitated a reimagining of teaching methodologies and the integration of technology to facilitate distance learning.

Case studies represent one of the most popular ways to support and enrich work-integrated teaching and learning, as they can help students to immerse themselves, better understand industry contexts and problems, and collaboratively or individually work and build relevant skills to solve issues with real-world relevance and impact. Case studies are also an excellent method to bring together and share knowledge and experience across a wide range of audiences, including professionals,

educators, and students. By integrating and referring to related theory, case studies also enable students to better understand theoretical concepts and their practical implications as well as to critically reflect on their contemporary relevance and/or need for revisit.

Case studies also prove educational benefits that can effectively address the contemporary changes and challenges introduced by and maintained after the COVID-19 pandemic. Within an increasingly digital world, case studies offer a meaningful way to engage with and convey relevance to students, who choose to study completely or partially online (Sistermans, 2020). They also offer useful avenues for online students to engage in group work, solving real-life issues. Finally, case studies with their real-life relevance and applied content are also useful components of the new forms of education (e.g. micro-credentials) that aim to contribute more to professional development than traditional degrees. The pandemic has also strengthened and intensified the need for authentic teaching and learning experiences. Case-based teaching and research play a crucial role in this shift. The very nature of case studies is to provide real-world scenarios and practical insights that resonate with the current challenges and uncertainties (Duffy et al., 2023; Smith et al., 2022). Through the incorporation of case studies into the curriculum within tertiary education institutions, lecturers, teachers, tutors, and instructors alike can engage students in critical thinking, problem-solving, and decision-making processes based on authentic industry situations. This approach not only fosters a deeper understanding of complex theories and concepts, but it also promotes the development of skills that are directly applicable to the evolving professional landscape.

In this vein, this collection of case studies delves into current and relevant challenges and practices within the tourism, travel, and hospitality industries. We hope that these case studies will offer valuable insights for educators and students seeking to keep abreast of industry challenges, critically reflect on the contemporary validity and relevance of theories, and contribute to tourism research and educational practices by introducing some ‘new theorising’. Many case studies in the book bring together empirical research and applied knowledge as well as considering (managerial) implications. As such, they can address the growing need for academic research to demonstrate impact. Finally, we hope that this book will also enable readers to acquaint themselves with the case study approach further and gain a deeper appreciation for its merits. By immersing themselves in the intricacies and multidimensional nature of the case studies, readers can develop a layered and nuanced understanding of its benefits.

Authentic Learning and Authentic Assessment

Both authentic learning and authentic assessment are grounded in aspirations to convey to learners real-world ways of thinking and skills, as well as expected ‘standards of performance’ at par with those of experts or professionals in the respective area (Wiggins, 1998). Linking curriculum content to practical contexts and required

outcomes is thought to engage learners (Tochon, 2000) and enable them to perform purposefully and meaningfully (Brown et al., 1989). Herrington and Oliver (2000) summarised the following as vital pillars of authentic learning: context, authentic tasks and activities, access to expert knowledge, multiplicity of perspectives, collaborative knowledge construction, abstraction and articulation, scaffolding of content and tasks, and authentic assessment.

Authentic assessment goes beyond conventional assessment by requiring higher-order thinking skills employed in specific, practice-relevant contexts. The format is thus well-suited to foster the competencies required in contemporary and future workplaces. Authentic learning and assessment are interrelated and have been positively linked to student learning, autonomy, motivation, self-regulation and metacognition, and thereby indirectly to employability (Villarroel et al., 2018). Koh (2023, para. 2) added the following benefits of authentic learning and assessment adding to the already impressive list of its positive outcomes: 'critical and creative thinking, complex problem solving, effective communication, collaboration, self-directed and lifelong learning, responsible citizenship, and information technological literacy'.

Authentic learning and assessment are well-suited to tourism and hospitality, interdisciplinary fields that are often seen applied and, as such, areas where graduates require a strong grounding in practical concerns. Existing works in these areas demonstrate that educators have long been aware of the potential benefits of authentic learning in tourism and hospitality (e.g. Croy, 2009; Albrecht, 2012; Paddison & Mortimer, 2016; Ruhanen et al., 2021). Authentic learning in tourism and hospitality often entails project work, ideally with industry partners or case study-based learning. Examples of relevant authentic assessments thus include project reports, market research and analysis, business plans and portfolios, writing of articles in newsletter or newspaper format, creating a conference poster, and/or oral presentations. Koh's (2023, para. 12) requirement that 'authentic tasks need to be designed to replicate the authentic intellectual challenges and standards facing experts or professionals in the field' can be readily met in tourism and hospitality tertiary education.

The case studies of this book connect learners with real-world content, emphasising both context and practices. As such, the case studies can act as agents for authentic learning and assessment. To further guide educators on how to best embed and use case studies into their instruction, all case studies are accompanied by a teaching note.

Case Study as a Method

Case-based research and industry-specific case studies form an integral part of educational practices (Duffy et al., 2023). In tourism and hospitality tertiary education, the case method is an important teaching approach that enables and facilitates discussions on real-world scenarios across different subjects at undergraduate and

graduate levels (Dorta-Alfonso, 2019; Sigala et al., 2022). A detailed discussion about case study as a research method and as a pedagogical method has been discussed in the first book on case-based research in tourism, travel, hospitality, and events (see Sigala et al., 2022).

Case-based learning enables students to experience the real-world challenges that tourism, travel, and hospitality businesses experience on a day-to-day basis. Being put in the role of the protagonist or those faced with difficult decisions, students are taught to practice their on-the-spot decision-making, mainly in the context of imperfect information and choices with implications. Indeed, the case method is a form of active and reflective learning as students need to be in the 'now' to decide what to do—as they discuss and respond to the facilitator's questions and their peers' responses (Christensen Center, 2022; Dorta-Alfonso, 2019). Through this process, students also practice using various theories and models, providing them with the opportunity to reflect on their relevance in the given contexts (e.g. social, cultural, organisational), and giving them the experience to practice critical thinking and problem-solving (Christensen Center, 2022; Ellet, 2018).

While educators who adopt the case studies in this book can opt for the traditional 'case method' approach, each case study is accompanied by a teaching note, which presents carefully crafted teaching approaches and strategies developed by the case authors, suggesting various creative ways to engage students in the learning process (e.g. role plays, presentations, debates, strategic recommendations, other). These methods can further engage students in active learning as they work on the development of arguments or compelling pitches (Doğantan, 2020). It is the facilitation and engagement with issues presented in the case study that can enable students to grapple with new and unexplored concepts, offering a transformative learning experience for the students—as they reflect on their and others' thinking and problem-solving and find creative solutions to real problems. Through this approach, facilitators help students build on their existing knowledge, construct new knowledge, and support the application in real-life situations.

Case studies also present a research opportunity. The changed tourism and hospitality contexts in the post-pandemic world, as highlighted by the case narratives, are mostly unexplored topics, giving an opportunity for further research and analysis. Each case study presented in this book offers a snapshot of a state and/or what took place at the time of the case writing, contextualising a particular phenomenon and the intricacies of real life (Flyvbjerg, 2006). The post-pandemic context presents the opportunity to look at the phenomena in different ways, through various theoretical lenses, to rethink the conventional ways with the help of new approaches and strategies. Indeed, in the post-pandemic world, it has become more imperative than ever to adopt more human-centred approaches to tourism research that can amplify the voices of the unheard, collate nuanced insights into the lived experiences of residents, tourism staff and tourists, as well as their interpretations of tourism (Assaf et al., 2022). As case studies offer a way to dive deeper into real-world contexts to better understand the experiences of tourism stakeholders from their own phenomenological way, case studies can also be an appropriate methodology to humanise research. To that end, case studies are proposed as an alternative way to

support a citizen social science approach that is currently proposed in the literature (Hardy et al., 2022). This is because case studies can help achieve all the aims of a citizen social science approach, as identified by Hardy et al. (2022):

– Co-creation of methods: by using the case study actor(s) to co-advise and contribute to the design of methods for collecting case study data, e.g. tourism professionals helping identify company's reports and publications related to the case study.
– Citizen-led data collection: using the case study actor(s) to keep track and monitor the process of data collection.
– Co-analysis of data: involving case study actors to reflect, correct, and contribute to the data collected through the case study to validate but also enrich data interpretation.

To that end, it is advised that scholars would reflect on using and experimenting with case study as a methodology to immigrate and adopt more human-centred approach to their research.

Book Content and Structure: How to Use the Case Studies

This book brings 26 scholars across a collection of 14 case studies from Australia, Canada, Greece, India, Iran, New Zealand, Sri Lanka, Sweden, Switzerland, and Tanzania. The case studies have been grouped into the following three themes:

Leadership and strategy	Chapter 2 Leadership and Agility: What Can We Learn From Melbourne Quarantine Hotel During the COVID-19 Pandemic?
	Chapter 3 COVID-19 Disruption at Mullaloo Wharf Apartment Hotel: Choosing a Strategic Route to Success
	Chapter 4 Social Media and Crisis Communication: Managing or Creating a Crisis? Lessons Learnt from Hotel Amarilis
	Chapter 5 Sales Leadership in Tourism: The Case of Contiki Canada
Innovation and entrepreneurship	Chapter 6 Measuring Hotel and Resort Performances During and Post COVID-19: A Balanced Scorecard Approach
	Chapter 7 Yoho Bed: Scaling Up a Platform Business in the Hospitality Industry
	Chapter 8 Cutting Retention With a Knife: Managing COVID-19-Impacted Turnover Within the Rooms and Culinary Departments at Fairmont Banff Springs
	Chapter 9 Driving Innovation and Embracing Change During a Pandemic with Pricing and Analytics Automation: The Case of ALH Hotels
	Chapter 10 Closing the Service Innovation Gap in Hospitality Management: The Case of a Fast Food Chain in Switzerland
	Chapter 11 Product Development for the HAJ Restaurant Chain Based on Financial, Resilience, and Stakeholder Perspectives

(continued)

Sustainability and community engagement	Chapter 12 Community Involvement in Cultural Heritage Tourism: The Case of Ngorongoro Conservation Area, Tanzania
	Chapter 13 Sustainable Tourism Development: The Challenges of Small Business in a Shadow Destination
	Chapter 14 Backwater Tourism and Houseboat Operations in Vembanad, Kerala: Competing Uses and Management Conflicts

A short presentation of the content and aims of each case study/chapter is provided below.

Chapter 2 authored by Marcela Fang, Ajay Khatter, and Kijung Choi illustrates the emergence of leadership in the rapidly changing business environment during the COVID-19 pandemic. Learnings are pertaining to sense-making of and strategy implementation in changing business macro-environments, as well as to the relationships between managerial decision-making and actions, and hotel employees' emotions and actions.

In Chap. 3, Oscar Vorobjovas-Pinta and Joanna Pearce examine three key concepts: (1) apartment hotels, (2) Porter's generic strategies, and (3) apartment hotel's external and internal environments. The case study encourages students to use PESTLE and SWOT analyses to examine Mullaloo Wharf Apartment Hotel's internal and external environments. Furthermore, this case study illustrates how Porter's generic strategies can be used as a framework for developing strategic directions.

Chapter 4 is written by Marianna Sigala. Inspired by true industry data, the chapter presents the crisis communication strategies and practices of a virtual hotel located on a Greek island. Through the case study, the students are guided and requested to reflect on various related theories (including crisis management, social media and crisis informatics, crisis communication, corporate social responsibility, and brand authenticity) in order to identify and debate: good and bad crisis communication strategies and practices that also embed the use of social media, recommend actions for improvements, as well as critically think the role of crisis communication in relation to other business operations, such as brand activism, social marketing, and social corporate responsibility.

In Chap. 5, Olivia Howell and Karen M. Peesker introduce a new selling model titled consultative selling process (CSP). The case study details how this model was adopted by Contiki tours. By immersing themselves into this case, students will be able to develop a better understanding of top-down integration by leaders who were passionate about the CSP and who took the time to mentor, coach, and train their salespeople, thereby creating one of Contiki's competitive advantages.

In Chap. 6, Loe Y. L. Kwong, Marcela Fang, and Zdenka Gabrielova explore business performance and benchmarking in the context of resort hotels to survive and compete in the 'new normal'. The authors point to agile leadership and humanistic approaches to promote a new way of thinking to innovate around the balanced scorecard framework. Students are invited to think strategically about the implications of implementing static versus dynamic performance measurement systems.

Chapter 7 by Jeeshan Mirza and Prescott C. Ensign considers the business model, current challenges, and competitive strategies of Yoho Bed, a sharing economy firm

that facilitates exchange between tourists and small-sized hotels in Sri Lanka. The chapter considers scale-up strategies, including deepening the current strategic position, diversification, and international expansion to take the startup forward.

In Chap. 8, Michael W. Lever focuses on the concept of job embeddedness to explore the increased staff turnover rate at the Fairmont Banff Springs Resort (Alberta, Canada). The case presents various changes triggered by the COVID-19 pandemic, which contributed to the turnover within the rooms and culinary departments, prompting to rethink of the current retention strategies to motivate employees to stay with the resort for the long term.

In Chap. 9, Antoine Bisson, Brett Salter, and Murtaza Rangwala delve into the implementation of revenue management (RM) and RM technology solutions at ALH Hotels. A chronological narrative is provided to demonstrate the state of RM decision-making prior to the implementation, as well as the impact of the COVID-19 pandemic on revenue generation. This case study enables students to critically reflect on the implementation of RM strategies during a pandemic and assess the automation of RM decision-making and to appraise different RM strategies.

In Chap. 10, Thorsten Merkle, Dominik Knaus, and Chantal Siegrist elaborate how service design methodologies could be used to improve customers' experience. Both the advantages and the disadvantages are discussed in the context of a fast-food restaurant in Switzerland. It is the objective of this case study to enable students to gain a deeper understanding of the Service Innovation Gap as a barrier to service innovation, as well as how service design can facilitate the development and implementation of service innovations from a customer-centric perspective.

Strategic focus on finances, resilience, and stakeholders' perspectives is the emphasis of Chap. 11 by Meysam Ramyar. Students and practitioners are asked to use the resilience-driven approach during the product development process throughout the highly uncertain times of the COVID-19 pandemic to offer customer value and to achieve effective management of risks, opportunities, and leveraging of resources in a HAJ restaurant chain in Iran.

In Chap. 12, Yusuph John Kulindwa uses social exchange theory and the theory of institutional arrangements in a case study of managing cultural heritage sites occupied by the Maasai community in the Ngorongoro Conservation Area (Tanzania). In highly uncertain times, students are asked to put forward innovative strategies to achieve a sustained flow of tourists and community involvement in cultural heritage tourism, enabling shared stakeholder value.

Chapter 13 by Anna Sörensson, Annika Cawthorn, and Ulrich Schmudde explores a shadow destination of Åre, Sweden, and the challenges it faces in attracting customers. The chapter zeroes in on how cooperation and collaboration could be the potential solution to solve such challenges and prompts students to consider ways in which a shadow destination could develop further tourism products by practising developing recommendations.

Chapter 14 by Rutool Sharma and Ravi S. Sannabhadti takes students on the historical journey of exploring Blackwater, Kerala, and its environmental concerns. Through a theoretical focus on Hardin's tragedy of the commons and Ostrom's rules for managing the commons, students will explore how destinations with dual-use

resources could balance the negative impacts of tourism activity. This is to ensure sustainable tourism governance and practices.

Case studies are relatively short (around 5000 words), so scholars can also use them for in-classroom reading and instruction. All cases include the following fundamental information:

- Abstract and keywords
- Learning aims
- Case study background
- Theoretical underpinnings to help case study understanding
- Business dilemma and/or students' questions
- References and additional learning material

Each case study is accompanied by a teaching note providing instructions to scholars on how to use the case study for educational purposes. Teaching notes are short (around 1000 words) and include the following useful information for instructors:

- Case summary
- Teaching and learning objectives
- Target audience
- Teaching approach and strategy: sample/indicative answers
- Additional reading and references

We hope that this book will serve both educators and researchers. These case studies encompass a wide range of disciplines and employ diverse research methods, such as interviews, surveys, observations, and desk-based research. Consequently, they offer valuable insights for scholars engaged in teaching and research across various fields. While the cases primarily concentrate on the domains of tourism, travel, and hospitality, the processes involved in their development and writing are expected to be beneficial for scholars exploring diverse sectors, particularly those within the service industries. This book is especially recommended for young scholars seeking to enhance their instructional and research methodologies as they embark on or advance their academic journeys.

We hope you enjoy reading and using our case studies to enrich your teaching and also advance your tourism research.

References

Albrecht, J. N. (2012). Authentic learning and communities of practice in tourism higher education. *Journal of Teaching in Travel & Tourism, 12*(3), 260–276.

Assaf, A. G., Kock, F., & Tsionas, M. (2022). Tourism during and after COVID-19: An expert-informed agenda for future research. *Journal of Travel Research, 61*(2), 454–457.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18*(1), 32–42.

Brown, M., Mhichil, M. N. C., Beirne, E., & Mac Lochlainn, C. (2021). The global microcredential landscape: Charting a new credential ecology for lifelong learning. *Journal of Learning for Development, 8*(2), 228–254.

Christensen Center. (2022). *Teaching by the case method: Case method in practice*. https://www.hbs.edu/teaching/case-method/Pages/default.aspx

Costantino, V., Heslop, D. J., & MacIntyre, C. R. (2020). The effectiveness of full and partial travel bans against COVID-19 spread in Australia for travellers from China during and after the epidemic peak in China. *Journal of Travel Medicine, 27*(5), taaa081.

Croy, G. W. (2009). Location-based learning: Considerations for developing and implementing destination-partnered authentic-experiential learning. *Journal of Hospitality & Tourism Education, 21*(1), 17–23.

Doğantan, E. (2020). An interactive instruction model design with role play technique in distance education: A case study in open education system. *Journal of Hospitality, Leisure, Sport & Tourism Education, 27*, 100268.

Dorta-Afonso, D. (2019). Teaching organisational behavior in the bachelor of tourism through the case study method. *Journal of Hospitality, Leisure, Sport & Tourism Education, 25*, 100204.

Dredge, D. (2022). Regenerative tourism: transforming mindsets, systems and practices. *Journal of Tourism Futures, 8*(3), 269–281.

Duffy, B., Tully, R., & Stanton, A. V. (2023). An online case-based teaching and assessment program on clinical history-taking skills and reasoning using simulated patients in response to the COVID-19 pandemic. *BMC Medical Education, 23*, 4.

Ellet, W. (2018). *The case study handbook* (Rev edn): *A student's guide*. Harvard Business Press.

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry, 12*(2), 219–245.

Hardy, A., Young, T., Cheer, J., Scheyvens, R., & Movono, A. (2022). Humanising research: A citizen social science agenda. *Annals of Tourism Research, 96*, 103468.

Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. *Educational Technology Research and Development, 48*(3), 23–48.

Koh, K. (2023). Authentic assessment. *Oxford research encyclopedia of education*. Retrieved May 24, 2023, from https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-22

Orman, R., Şimşek, E., & Kozak Çakır, M. A (2023). *Micro-credentials and reflections on higher education*. Higher Education Evaluation and Development, ahead-of-print. https://doi.org/10.1108/HEED-08-2022-0028.

Paddison, B., & Mortimer, C. (2016). Authenticating the learning environment. *Journal of Teaching in Travel & Tourism, 16*(4), 331–350.

Pappas, N., & Glyptou, K. (2021). Accommodation decision-making during the COVID-19 pandemic: Complexity insights from Greece. *International Journal of Hospitality Management, 93*, 102767.

Ruhanen, L., Axelsen, M., & Bowles, L. (2021). Engaging students through authentic learning: Connecting with international tourism partners. *Journal of Hospitality, Leisure, Sport & Tourism Education, 29*, 100291.

Sharma, G. D., Thomas, A., & Paul, J. (2021). Reviving tourism industry post-COVID-19: A resilience-based framework. *Tourism Management Perspectives, 37*, 100786.

Sigala, M. (2020). Tourism and COVID-19: Impacts and implications for advancing and resetting industry and research. *Journal of Business Research, 117*, 312–321.

Sigala, M. (2021). Rethinking of tourism and hospitality education when nothing is normal: Restart, recover, or rebuild. *Journal of Hospitality & Tourism Research, 45*(5), 920–923.

Sigala, M., Yeark, A., Presbury, R., Fang, M., & Smith, K. A. (2022). *Case based research in tourism, travel, hospitality and events*. Springer.

Sistermans, I. J. (2020). Integrating competency-based education with a case-based or problem-based learning approach in online health sciences. *Asia Pacific Education Review, 21*, 683–696.
Smith, M. J. A., Roberts, J., Kole, M. S., & Campbell-Perry, S. (2022). A case-based transformative framework for online collaborative and international entrepreneurship education. In D. Hyams-Ssekasi & N. Yasin (Eds.), *Technology and entrepreneurship education adopting creative digital approaches to learning and teaching* (pp. 207–225). Palgrave Macmillan.
Tochon, F. V. (2000). When authentic experiences are 'enminded' into disciplinary genres: Crossing biographic and situated knowledge. *Learning and Instruction, 10*(4), 331–359.
Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: Creating a blueprint for course design. *Assessment & Evaluation in Higher Education, 43*(5), 840–854.
Wiggins, G. (1998). *Educational assessment: Designing assessments to inform and improve student performance*. Wiley.
Yeoman, I. S., Schänzel, H. A., & Zentveld, A. (2022). Tourist behaviour in a COVID-19 world: A New Zealand perspective. *Journal of Tourism Futures, 8*(2), 155–176.

Marianna Sigala is a Professor at the University of Newcastle (Australia) and a multi-awarded research authority specialising in tourism technologies, experience management and wine tourism. She has published 11 books and numerous journal papers, while she has also participated in many international tourism-related research programmes. She has served on the executive board of ICHRIE, EuroCHRIE and IFITT. She is the co-editor of the *Journal of Service Theory and Practice* and the Editor-in-Chief of the *Journal of Hospitality and Tourism Management*.

Julia N. Albrecht is an Associate Professor in the Department of Tourism at the University of Otago, Dunedin, New Zealand. Her research interests include tourism destination management, visitor management, and nature-based tourism. Julia is a co-editor of the *Journal of Outdoor Recreation and Tourism* as well as on the editorial board of the *Journal of Hospitality and Tourism Research*. Julia is the editor of the books *Visitor Management in Tourism Destinations* (2017, CABI) and *Managing Visitor Experiences in Nature-Based Tourism* (2021, CABI).

Oscar Vorobjovas-Pinta is the Course Coordinator of Graduate Certificate, Graduate Diploma and Masters of Tourism, Environmental and Cultural Heritage and a Lecturer in Tourism and Society at the University of Tasmania. Oscar is a leading expert on LGBTQI+ communities in the context of tourism, events, leisure and hospitality. His research interests are the sociology of tourism, peer-to-peer hospitality, tourist behaviour, Antarctic tourism, extending ethnographic and qualitative research methods into tourism research, and technology-enhanced tourism experiences. Oscar is the President of the Australia and New Zealand Association for Leisure Studies (ANZALS) and a Board Director of Visit Northern Tasmania.

Marcela Fang is a Senior Lecturer in the Faculty of Higher Education at William Angliss Institute, Melbourne, Australia, where she lectures across graduate and undergraduate programmes, including leadership, leadership development, strategy and entrepreneurship. Her experience includes leadership coaching, the design, development, and evaluation of leadership development programmes for higher education and industry settings, and the design of higher education curricula. Marcela's research focuses on leadership, leadership development and online learning. She has published in high-quality journals like the *Journal of Hospitality and Tourism Management*, the *Journal of Hospitality and Tourism Research*, the *Journal of Applied Learning and Teaching* and the *Journal of University Teaching and Learning Practice*. Marcela has also coedited the book entitled *Case Based Research in Tourism, Travel, Hospitality and Events* (2022), Springer.

Anastasia Yeark is a Chartered Manager (Australian Institute of Managers and Leaders) and an Academic Head of the Strategy and Operations Discipline at Kaplan Business School. She holds a Master of Business, a Bachelor in International Hotel and Tourism Management and has a decade worth of leadership experience in the hospitality industry. Her current passion lies within the higher education industry and curriculum design. Since 2017, Anastasia has been representing Kaplan Business School at CAUTHE as a chapter director, and in 2019, she was appointed as CAUTHE executive committee member.

Part I
Leadership and Strategy