Journal of Hospitality and Tourism Management 30 (2017) 55–64

Contents lists available at ScienceDirect

Journal of Hospitality and Tourism Management

journal homepage: http://www.journals.elsevier.com/journal-of-hospitality-and-tourism-management

The orchestra model as the basis for teaching tourism experience design

Philip L. Pearce, Samira Zare*

College of Business Law and Governance, James Cook University, Townsville, Queensland, 4811, Australia

ARTICLE INFO

Article history:
Received 18 September 2016
Received in revised form
7 January 2017
Accepted 20 January 2017
Available online 31 January 2017

Keywords:
Orchestra model
Teaching service design
Tourism experience creation
Threshold learning outcomes

ABSTRACT

The topic of modifying settings and service delivery to enhance consumers' experiences is a potentially distinctive component of tourism hospitality and events education. Nevertheless, educators in these interest areas are faced with a challenging task. The challenge is one of delivering a signature set of learning opportunities which empower graduates with the skills to create superior experiences. Like other key issues in pedagogy, having a conceptual basis for the endeavour is fundamental. This study reviews the conceptual origins of our understanding of tourist experience, considers key directions in the field, and asserts the value of the orchestra model of experience. Key principles of approaching service design tasks are outlined: being emic, considering realistic and sustainable options, using consumer segments and tracking the use of space over time. A range of tools to assist in the contemplation, creation and communication of design are highlighted. Potential Australian cases for teaching and learning consideration are documented and the wider implications for the integration of teaching, research and managerial partnerships are seen as valuable aspects of the activities.

© 2017 The Authors.

1. Introduction

Books, scholarly articles, conference titles, and destination marketing campaigns are increasingly using the term experience as a key phrase in the professional lexicon. This paper presents a way to understand the pivotal construct of experience. The researchers then use that understanding to inform fresh directions in tourism, hospitality and events education. The work is presented in terms of the document on meeting academic standards which links papers in this issue of the journal (Whitelaw, Benckendorff, Gross, Mair, & Jose, 2015), but the concerns are not merely Antipodean. Indeed, the desire to teach skills and competencies for enhancing experiences reaches across countries and continents. The orchestra model of experience presented in this paper can serve as an approach to the implementation of service and experience design which is one of the five learning domains of the document entitled Threshold learning outcomes (Whitelaw et al., 2015.

The motives for tourists and visitors seeking experiences come in many forms. Finding fun and fulfilling fantasies are two drivers (McKercher, 2015). Enhancing egos and showing off one's status are further motivations (De Botton, 2004). Restoring relationships and escaping the everyday are powerful core needs (Pearce, 2011). And further, contributing to communities and leaving legacies are other possibilities (Coghlan, 2015). Fulfilling these needs through service and experience design unites the sector. Arguably, building such skills also separates tourism-linked education from the efforts of other academic programs. In proselytising the cause to adopt more service and experience design education in tourism hospitality and events courses, the researchers adopt a philosophical educational position of cultivating a rich essential skill base for students which can then be applied through engaging activities (Dredge et al., 2012; Dunn, 2005;; Oliva, 20005; Zehrer & Mössenlechner, 2009). The position is known as progressive essentialism.

Insights about experience have a long history. This study notes these roots and then explores the approaches of clusters of scholars from different domains working on experience and service design in varied parts of the world. It can be suggested that these lines of work lack an integrative contemporary approach to drive future thinking in both educational and research efforts. A way to assemble their common insights is identified under the banner of the orchestra model of experience. The meaning and value of this integrative model is explained and illustrated with an adventure tourism example. Approaches to design suitable for the sector of interest are then outlined. In a final and substantial section,

* Corresponding author.
E-mail addresses: philip.pearce@jcu.edu.au (P.L. Pearce), samira.zare@my.jcu.edu.au (S. Zare).

http://dx.doi.org/10.1016/j.jhtm.2017.01.004
1447-6770/© 2017 The Authors.

applications of these ideas in tourism hospitality and events courses are portrayed, both through conventional classroom and field practices.

As a further introductory note, a critical distinction underpins the often twinned terms of service design and experience design. For the purposes of this analysis and to inform teaching and research in this area, service design can be viewed as the enabling framework affecting facets of the consumers' experiences. The services framework is therefore cast in this paper as consisting both of physical and soft infrastructure - that is the interplay of the settings and the people who manage and serve in them (Vargo & Lusch, 2004). This approach is consistent with what is referred to as service dominant logic where the firm makes "experience proposals", that is constructs opportunities, and the customer "creates" or fulfils the promise through their own resources (Prebensen & Foss, 2011; Prebensen, Woo, & Uysal, 2014). At its simplest, services can be planned and delivered. They shape but do not totally determine the experiences formed in the minds of the consumer. It is acknowledged that the way individuals react to the service settings brings into play a number of personal idiosyncrasies and socio-cultural points of view (Jensen, Lindberg, & Ostergaard, 2015). The customer's experience is therefore a by-product of service design, since the precise determinants of experience are not fully within the control of the designer. The implications of this important positioning statement are developed in the following review of the nature of experience (the measure of man) and the rise of the service design sector (the tide turns and contemporary contests). A workable approach and definition of experience will also be developed when appraising this background material.

2. The measure of man

Any fundamental consideration of the concept of human experience and the forces which shape that experience touch on classical issues in philosophy and social science. Even a brief review must also attend to the role of experience in scientific thinking and the way the concept has been developed in both sociology and psychology. Atkinson (2015) identifies Protagoras as initiating one line of thought highlighting the personal and unknowable individual qualities of experience. The philosophical view inherent in this statement is known as relativism. The idea is captured through the aphorism "man is the measure of all things". This maxim locates any understanding of the world and, by implication any experience, as personal and subjective, and importantly, not necessarily easily shared or understood by others. The implications of this view persist when individuals (and students) assert that we cannot sensibly "create and measure experiences" because "everyone's experience is unique". This challenge to experience analysis and hence service design will be addressed in a later section.

Recognition of the individual nature of experience and the idea that individuals do indeed have a unique view of their world are in fact relatively modern views. Plato's insistence on the existence of universal forms to understand the world, coupled with the later forces of religious orthodoxy, held sway until the Renaissance. That is, for a long time there was one way to view the world and those whose life events prompted other ways of interpreting reality were usually out of favour (Ferguson, 2011). The idea that the world could be understood in multiple ways and that human experience was a highly individual affair was reasserted by a number of French philosophers, including de Montaigne (cited in Atkinson, 2015). As a humanist and champion of free inquiry, de Montaigne's legacy for modern social science lies in seeing alternate possibilities, in essence the spirit of relativism, especially through calling into question the state of the world around us to better serve human development and personal growth (Foglia, 2014). Such a legacy serves the spirit of this paper through stressing that redesigning settings and focussing on valued outcomes for all stakeholders is the very basis for creating better experiences. The research paradigm of constructivism with its tolerance of multiple subjective realities is the contemporary progeny of the philosophical godfather of relativism (Jennings, 2010).

As scientific thinking matured from its Renaissance led beginnings, the value of empirical observation, often called the reliance on experience as evidence, emerged as the cornerstone of how to understand the world (Gould, 2004). Experience for the scientists became equated with an empirical approach to evidence; that is, insights could be confirmed by the experience of others through experimental or naturalistic examination. By the time psychology emerged as a nascent scientific discipline in the late nineteenth century, experience had developed two related but rather specialist meanings. On the one hand experience meant the accumulation of knowledge based on past exposures to events and circumstances. This is the legacy of science and fits the everyday uses of the word in reporting say, past travel as travel experience. As individuals we trust our own experience and, like scientists construct our approach to the world around us from this store of memories (cf. Kelly, 1955). This emphasis on experience as linked to memory is only one meaning to be considered in this paper. Another foundation development of interest has also been relevant to the thinking of those designing settings and hence to the teaching and learning of experience design. The psychologists, most notably William James, promulgated a companion view of experience as the ongoing information available to consciousness, an approach which has been called experiencing the world (Boring, 1950; Hergenhahn, 2009).

Just over a century ago a group of psychologists, favouring the methodological canons of introspection, believed that this more immediate understanding of human experiences could be gained from ruminating on and deeply exploring one's own thoughts (Furnham, 2008, p. 50). Two problems emerged in employing this approach. The first issue is reactivity. Thinking too much about what one is experiencing arguably affects the ongoing processes. The second concern is temporality, which refers to over what time span should this recall of one's consciousness and its thoughts and emotions take place. In brief, does one think about one's immediate ongoing internal world, or contemplate what has happened recently or recall it all sometime later? Some resolutions to this dilemma are possible but before arriving at such outcomes other attitudes to studying experience need to be reviewed.

Behaviourism as an approach to the study of psychology commenced in the 1930s and persisted as a powerful influence until the 1970s (Chung & Hyland, 2012). This style of work, which is most closely associated with the founding figures of Watson and Skinner, placed its emphasis on studying only externally visible and readily observed acts (Hergenhahn, 2009). Behaviourists did not disavow the existence of experience but for them it had no place in a scientific dialogue. Their efforts set aside the study of experience as an unreliable and non-scientific endeavour. At best experience became unfashionable as a research topic in psychology and its reputation was sullied. Its rediscovery in psychology is linked to quite modern initiatives including narrative work and nomothetic or summative approaches to personality and life development (Csikszentmihalyi, 1990). Although the core concept of the flow state to describe peak affective and cognitive states attracted some critical analysis with commentators observing that flow was not necessarily an intrinsically good activity nor did it predispose people to be highly social, the power of this approach to studying experience was influential across a wide gamut of leisure and working activities (Landhäußer & Keller, 2012). A related key contribution of the personality and more humanistic psychologists

Download English Version:

https://daneshyari.com/en/article/5108404

Download Persian Version:

https://daneshyari.com/article/5108404

Daneshyari.com