

THE INTERNATIONAL SOCIETY OF TRAVEL & TOURISM EDUCATORS (ISTTE)

<https://istte.org>



THE FUTURE OF HOSPITALITY AND TOURISM

41st Annual Conference Proceedings
October 5th - 7th, 2022

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IN TRAVEL & TOURISM



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CONFERENCE ACTIVITIES AND HOSTS AT A GLANCE

DATE	TIMES	ACTIVITY	MODERATORS
<u>October 5, Wednesday</u>	08:15 - 08:30 Session Link	Opening and Welcome Remarks	Zongqing Zhou
<i>All times listed are EST (New York time)</i>	08:30 - 09:15 Session Link	Keynote - Dean Youcheng Wang	Honggen Xiao
	09:30 - 11:00 Session Link	Paper Presentations	Annamarie Sisson
	11:15 - 12:00 Session Link	Workshop - Best practices in student mentoring, career advising and service learning	Kanelo Sethathi
	12:15 - 13:00 Session Link	Keynote - Wendy Kallergis	Miranda Kitterlin
	13:15 - 14:45 Session Link	Paper Presentations	Wayne Smith
	15:00 - 15:45 Session Link	Workshop - Impact of Covid-19: Lessons, Strategies and Future Projections -- A Roundtable Discussion on Impact on Tourism and Hospitality	Zongqing Zhou
	16:00 - 16:45 *Please note there is a separate link for this event	Keynote - Geoffrey Paulin *Registration link.	Li-Chun Lin
	16:45 - 17:00	Day One Closing	Wayne Smith
<u>October 6, Thursday</u>	08:15 - 08:30 Session Link	Welcome Day Two	Zongqing Zhou
<i>All times listed are EST (New York time)</i>	08:30 - 09:15 Session Link	Keynote - Duane Vinson	Po-Ju Chen
	09:30 - 11:00 Session Link	Paper Presentations	Nicholas Thomas
	11:15 - 12:00 Session Link	Workshop - Enhance Teaching Effectiveness and Productivities through Teaching Case Study Method	Li-Chun Lin Po-Ju Chen
	12:15 - 13:00	Keynote - Lan Elliott	Po-Ju Chen

The International Society of Travel & Tourism Educators
The Future of Hospitality & Tourism / A New Beginning for
Hospitality and Tourism Research
41st (2022)



	Session Link		
	13:15 - 13:45	Break	
	13:45 - 15:00 Session Link	Paper Presentations	Murat Kizildag
	15:05 - 15:50 Session Link	Workshop - Defining Microaggressions for E-learners Fostering Awareness and Inclusivity in Hospitality & Tourism	Mimi Gough Julie Dort
	16:00 - 16:45 Session Link	Keynote - Po-Ju Chen	Li-Chun Lin
	16:45 - 17:00 Session Link	Day Two Closing	Wayne Smith
<u>October 7, Friday</u>	08:00 - 08:45 Session Link	Keynote - Professor Bao Jigang	Billy Bai
<i>All times listed are EST (New York time)</i>	09:00 - 10:00 Session Link	Paper Presentations	Lisa-Mari Coughlan
	10:15 - 11:00 Session Link	Workshop - Developing graduate assistants: education vs. employment	Liping Cai Ayrielle Espinosa
	11:15 - 11:30 By Invitation Only Meeting Link	JTTT Editorial Board Meeting	Kara Wolfe
	11:30 - 12:30 Session Link	Paper Presentations	Zongqing Zhou
	12:45 - 14:00	Break	
	14:15 - 15:00 Session Link	Workshop - Student Mental Health Post-COVID, and the Role of Faculty Support	Miranda Kitterlin
	15:15 - 16:30 Session Link	Awards & Recognition Membership & Business Meeting	Zongqing Zhou
	16:30 - 16:45 Session Link	Closing Remarks	Zongqing Zhou/ Wayne Smith



WELCOME MESSAGE FROM THE CONFERENCE ORGANIZING COMMITTEE AND BOARD OF DIRECTORS

Welcome to the 41st (2022) Annual Conference of the International Society of Travel & Tourism Educators (ISTTE)!



Zongqing Zhou,
President



A-KUM Jerry Ricardo



Angela Durko



Murat Kizildag



Nicholas Thomas



Mark Meng



Miranda Kitterlin-Lynch



Po-Ju Chen



Billy Bai



Li-Chun Lin



Annamarie D. Sisson



Lisa-Mari Coughlan



Honggen Xiao



Cathy Hsu,
Advisor
Honorary Chairperson



Kara Wolfe,
Journal Editor-in-Chief



REVIEWERS OF CONFERENCE PAPERS AND ACADEMIC COMMITTEE

FIRST NAME	LAST NAME	INSTITUTION
Jerry	A-Kum	Hong Kong Polytechnic University
Billy	Bai	University of Nevada Las Vegas
Po-Ju	Chen	North Carolina Central University
Lisa-Mari	Coughlan	Central University of Technology
Rachel	Dodds	Toronto Metropolitan University
Angela	Durko	Texas A&M
Sonya	Graci	Toronto Metropolitan University
Tom	Griffin	Toronto Metropolitan University
Miranda	Kitterlin-Lynch	Florida International University
Murat	Kizildag	Central Florida University
Lena	Liang	Toronto Metropolitan University
Li-Chin	Lin	Montclair State University
Mark	Meng	University Kokomo
Hyunghwa (Rick)	Oh	Toronto Metropolitan University
Annamarie	Sisson	Southern Connecticut State University
Nicholas	Thomas	Hong Kong Polytechnic University
Kara	Wolfe	Missouri State University
Honggen	Xiao	Hong Kong Polytechnic University



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School of Hospitality and Tourism Management



INVITED SPEAKERS

Dean Youcheng Wang, Oct. 5th 08:30 - 09:15

Hospitality Education at Crossroad: Challenges, Opportunities, and Directions



Dr. Youcheng Wang is the Dean and preeminent chair professor in destination marketing at the Rosen College of Hospitality Management at the University of Central Florida and a fellow of the *International Academy for the Study of Tourism*. His research and consulting interests focus on hospitality marketing and management, destination marketing and management, customer relationship management, information search behavior, collaborative strategies, and technology management. He is the author of four books and more than 150 scientific publications. He is the co-editor of the *Journal of Destination Marketing and Management* and is on the Editorial Board of multiple international academic journals in the domain of hospitality and tourism marketing and management. Dr. Wang has received numerous national and international awards for his excellence in and contribution to research and education. He is a frequent speaker at international conferences and industry forums.



Wendy Kallergis, Oct. 5th 12:15 - 13:00

Update on the Hospitality industry in a Post-Covid World

Wendy Kallergis works closely with various tourism and hospitality partners to continue to grow Miami



as a top-tier worldwide travel destination. The GMBHA is a membership-based organization representing the entire hotel industry in Miami Dade County and local and national hospitality businesses. The association's goal is to unify the travel, tourism, and hospitality industry with business and government leaders locally, nationally, and internationally to enhance the visitor experience through education, advocacy, and networking. She received the National Immigration Forum's Leadership award to promote New American Citizenship at the hotels and hospitality businesses workplace. She serves on many boards and committees, including the GMCVB Board of Directors, FIU Chaplin School of Hospitality & Tourism Management, Miami Dade College

Hospitality School Board, Academy of Hospitality and Tourism Chair-Elect, NAF Track Miami, and is a member of the National Coalition for the American Dream. She recently was appointed to the Miami Dade County Tourism Development Council. She is most proud of working with her growing group of women hotel general managers to mentor, provide internships and work with underserved communities to help educate young women to get jobs in the hospitality industry. Prior to her position at the Miami Beach Chamber as President and CEO, Kallergis spent six years as the Miami City Club's General Manager, a private Executive Club comprising of the "who's who" of the business, arts and culture, and philanthropic business community. She began her career in catering sales and management, serving as Catering & Convention Services Manager for the Hotel Inter-Continental and as Assistant Director of Catering at the Biltmore Hotel, later becoming Director of Catering. At the Biltmore, Kallergis oversaw the production of the State Dinner for President and Mrs. Clinton during the Summit of The Americas. In addition to the Inter-Continental and Biltmore hotels, her catering career continued at high-end establishments such as Gene's Catering (events to include 2 Super Bowls, New World Symphony, and Lipton/Ericsson Tennis Tournaments. The Mayfair House, Delano (including Madonna's 40th birthday), and The Grand Bay Hotel. Kallergis was born and raised in Maine and grew up with a love for food and cooking as part of a restaurateur family. After earning a B.A. in French Language from George Washington University, she immediately set out to France. There she attended the University of Paris, earning a degree in French history, language and art followed by the prestigious Cordon Bleu L'Ecole de Cuisine earning a Diplome French Cuisine. She subsequently concluded her studies at the Modern Gourmet Cooking School in Annecy, France with a Diplome Professional Chef and Diplome Professional Teacher. Upon returning to the United States, Kallergis continued her career in the culinary arts as a Chef Garde Manger in Restaurant Nora in Washington D.C., then as Executive Chef of Finesse Fine Foods, an off-premise Catering & Prepared Foods Boutique, also in Washington D.C. that catered many events at the Smithsonian and pre-inaugural dinner for Ronald Reagan. Wendy is married to Nick Kallergis and they have 2 grown children, Nicholas 32 and Katherine 29.



Geoffrey Paulin, Oct. 5th 16:00 - 16:45

The Consumer Expenditure Surveys in the Classroom and Beyond: A Large, Rich, Unique, and Free Source of Data on Travel, Restaurant, and Other Recreational Activities



Geoffrey Paulin has written numerous articles using various aspects of the CE data, including those related to hospitality and tourism. His most recent, entitled "Meal Appeal: Patterns Of Expenditures On Food Away From Home," appears in the April 2020 edition of the BLS Spotlight on Statistics series. His articles in the Monthly Labor Review include: "Travel expenditures, 2005-2013: domestic and international patterns in recession and recovery," "Travel expenditures, 2005-2011: spending slows during recent recession;"

"Let's do lunch: expenditures on meals away from home;" and "Consumer expenditures for alcohol in 2000." He also co-authored a poster that was presented at the 2021 I-CHRIE conference, examining how the onset of the COVID-19 pandemic affected travel

expenditures by region of the U.S., which he and his co-author plan to develop into an article for publication. Dr. Paulin frequently organizes sessions for economic and other conferences at which he speaks, featuring work from the CE program and the BLS generally. This includes the I-CHRIE conference, at which he has presented several times since 2006. In addition to presenting the results of his research, he also leads workshops to provide training in the use of CE tabular and microdata, and in the writing process: from formulating an idea to publishing the findings.

Please note:

There will be a keynote presentation on October 5th, 2022 from 16:00-16:45. Please find the registration form for the event [here](#).

In preparation for the session, there are a couple of recommended articles that the attendees are welcome to read. They are as follows:

["Consumer expenditures on travel declined sharply from 2019 to 2020"](#)

["Meal Appeal: Patterns Of Expenditures On Food Away From Home."](#)

In addition to the above, there are a couple of other recommended articles as well, both of which show trends in travel expenditures in different periods.

["Travel expenditures, 2005-2011: spending slows during recent recession"](#)

["Travel expenditures, 2005-2013: domestic and international patterns in recession and recovery"](#)



Duane Vinson, Oct. 6th 08:30 - 09:15

The Global Trends in the Hotel Industry and the CoStar SHARE Center

Mr. Duane Vinson is a Vice President at STR and the Asst Director of the STR SHARE Center, a program that works with hospitality and tourism schools around the world to provide thorough and timely data for academic research and to provide comprehensive and relevant training materials for the classroom. The SHARE Center has been warmly received by the academic community, assisting nearly 1,000 schools in 85 countries around the world. Mr. Vinson joined STR in 1997, and over the years, he has been involved in many areas of operation at STR, including Data Operations, Business Development, Client Services, and STR's Database Operations Center tasked with building and maintaining STR's global lodging census databases of planned and existing hotels. He has presented at numerous hospitality and tourism conventions, hotel company and brand conferences, and academic events over the years. Mr. Vinson has also been quoted in trade press throughout the world. Prior to joining STR, Mr. Vinson was with Hyatt Hotels & Resorts.





Lan Elliott, Oct. 6th 12:15 - 13:00

The Future of Hospitality and Tourism Education!

Lan Elliott has been in the hospitality industry for over 30 years as a hotel real estate & transactions executive. Most recently, Lan re-joined Acacia Hospitality LLC, a hotel investment company she co-founded, which owns interests in five city-centre convention hotels. Prior to Acacia, Lan spent over 10 years at Host Hotels & Resorts, where she closed on transactions totaling over \$7 billion. She also held previous roles at IHG, W Hotels, and KPMG. Lan serves as Co-Chair of the non-profit Castell@College, an AHLA Foundation Project, for which she is a recipient of the 2022 Industry Recognition Award from the International Council on Hotel, Restaurant, and Institutional Education. She also serves as a Board Member, Principal, and Interview Host of DEI Advisors, a newly-formed non-profit focused on empowering personal success in the hospitality industry. Lan is currently on the Urban Land Institute's Hotel Development Council and has previously served as President of the Executive Board for the Literacy Council of Montgomery County (MD).





Po-Ju Chen, Oct. 6th 16:00 - 16:45

Dare to: Transforming Travel and Tourism Education Through Fulbright Programs

Dr. Po-Ju Chen, the Michael P. Johnson Distinguished Professor of Business, United States Fulbright Scholar (2015 Austria; 2012 Denmark), and the Co-Executive Editor of the Journal of Hospitality and Tourism Education (2022-2026) and Journal of Hospitality and Tourism Cases (2018-2022). She specializes in marketing research including consumer behavior, tourist behaviors, retail, and shopping behaviors. Her secondary research focuses on entrepreneurship, innovation, sustainability, and cross-cultural research. Dr. Chen has published articles in leading marketing and hospitality/tourism academic research journals. Her works earned several research awards and recognitions for academic contributions. These include the 2015 Fulbright Research in Social Entrepreneurship (Austria); 2012 Innovation and Creativity Teaching Award (USA); 2018 Jewish National Fund Fellow (USA-Israel), 2017, 2018, 2019, 2020, and 2021 Shanghai Overseas Scholar (China). Professor Chen's teaching areas include marketing, research, entrepreneurship and strategic management, innovation, leadership, human resources management, leadership, and strategic management, event management, research methodology, tourism management, and tourism geography. Her efforts earned the 2012 John Wiley & Sons Award for Innovation in Teaching, and the 2012/2015 Teaching/Research Awards. Dr. Chen was the UCF-Walt Disney World Continue Education in Guest Services Management, and the Leadership and Strategic Management instructor. Professor Chen focuses on industry partnership and community outreach, on a national and international scale. She served as the 2016-2018 Florida Green Lodging Education liaison, the 2015 Professional Business Women Association, and as the 2010 President of the Florida/Caribbean Chapter of the Council of Hotel, Restaurant, and Institutional Educators (FL-Caribbean CHRIE). Dr. Chen was the primary data analyst for the Institute of Internal Auditors (IIA) Body of Knowledge (2014-2016).





Professor Bao Jigang, Oct. 7th 08:00 - 08:45

The Evolvement of China's Higher Education in Tourism: From Real to Virtual Classroom.

Professor Bao Jigang is the founding dean of the School of Tourism Management (2004-2018) at Sun Yat-sen University. Since 2013, Professor Bao has been the president of the China Tourism Association - Education Chapter. He pioneers to develop tourism from a small research area to an independent discipline in today's China. Professor Jigang Bao is active in publishing, forming international collaboration and communications, and linking theories to tourism practices. He has authored more than 300 articles and published over 20 books. Professor Bao joined the International Academy of the Study of Tourism as a fellow in 2001 and was elected as the Second Vice President of IAST in 2019. He has been working closely with UNWTO and established the "Monitoring Center for UNWTO Sustainable Tourism Observatories" in 2006. The Center oversees nine world-class destinations in China and facilitates international communications regarding sustainable tourism theories and practices. Professor Bao has conducted over 60 consulting and research projects for international, national, and regional organizations and governments. In recent years, he has been devoted to issues about tourism and poverty alleviation. One representative work is the "Azheke Project". Professor Bao is a proud alumnus of Peking University and Sun Yat-sen University. Majored in tourism geography, he is an outstanding tourism scholar with expertise in tourism sustainable development, theme parks, and tourism planning.





SCHEDULE OF PRESENTATIONS AND EVENTS

Wednesday, October 5 th		
TIME /MODERATOR All times listed are EST (NewYork time)	PAPER TITLE	AUTHORS
9:30 - 11:00 Annamarie Sission Session Link	Returning to work after childbirth: The motivation and challenges of female employees in star-rated hotels, China	Daixin Tu, Ping Li, Jiasen Wang and Yingying Pan
	Elite Management Training Experience and Hospitality Students' Career Development	Qu Xiao and Chee Han Tsoi
	Role of Sense of Calling on Emotional Exhaustion, Psychological Well-Being, and Intention to Leave the Senior Living Industry and Moderating Role of Non-Resident Care versus Resident Care Employees	Jianwen Li and Yunying Zhong
	Green-eyed Coworkers in Hospitality Organizations: The Impact of Being Envied by Coworkers on Employee Service Outcomes	Xinyu Liu, Long-Zeng Wu, Yijiao Ye and Luanyu Liu
13:15 - 14:45 Wayne Smith Session Link	Feedback and Evaluations on the Introduction of Restaurant Service Robots in South Florida: A Multiple-Case Study	Ye Tian and Jinlin Zhao
	Hotel Staycation Motivation: An Application of Q Methodology	Qianya Li and WooMi Jo



Thursday, October 6th

TIME /MODERATOR

All times listed are EST (NewYork time)

PAPER TITLE

AUTHORS

9:30 - 11:00
Nicholas Thomas
[Session Link](#)

Rural Tourism Travel Intention as an
Aftermath of the Covid-19 Pandemic

Nikol Lopez-Llantuy

VFR Experience of Vietnamese Migrant
Women in Korea: Constraints and
Facilitators

Hyokyung Kim, Haeri Jang, Jurak
Kim, Yim King Penny Wan and
Suh-Hee Choi

An Evaluation Index System of Financing
Risk of Tourism Enterprises in the
Post-Epidemic Era—Taking Zhuhai
Chimelong Resort as an Example

Xiaoyu Li, Jiahui Zhu and Ai Xu

13:45 - 15:00
Murat Kizildag
[Session Link](#)

Restaurant Sustainability Studies: A New
Course

Christine Bergman

Perceptions of Best Practices for Higher
Education Administrators in Times of
Crisis

Miranda Kitterlin, James Williams,
Andrew Moreo, Lisa Cain and
Tianyu Pan

How to Create Equitable Learning
Experience Under Synchronous HyFlex
Teaching Mode? Critical Reflections by
Hospitality and Tourism Instructors

Daniel Leung and Lois Ng

Learning through social writing: How
online synchronous writing groups can
strengthen critical writing competencies
through peer-learning

Julie Kellershohn



Friday, October 7th

TIME /MODERATOR

All times listed are EST (NewYork time)

PAPER TITLE

AUTHORS

9:00 - 10:00

Lisa-Mari Coughlan

[Session Link](#)

Students' Motivations of Educational
 Tourism: A Case of Macao

Huanyi Fanny Liu and Suh-Hee
 Choi

Effect of Smart Classroom Learning
 Environment on Tourism Academic
 Achievement: The Case of China

Yingying Pan, Ping Li and Jiasen
 Wang

Exploring the Future Trends of Short-form
 Video Marketing - The Study of Chinese
 Hotel Consumers' Behavior on TikTok

Fangming Wu, Ying Zhao and
 Liyang Dong

11:30 - 12:30

Zongqing Zhou

[Session Link](#)

Can Gamification Motivate Tourists?
 Enhancing Engagement and Place
 Attachment through Gamified Smart
 Tourism Technologies

Dr. Smita Singh, Dr. Sojung Lee
 and Dr. Ken Tsai

You Can't Win if You Don't Play!
 Perceptions of Event Gamification on
 Behavioral Outcomes

Annamarie Sisson and Elizabeth
 Whalen

Social Gatherings during the COVID-19
 Pandemic: Leisure Needs and Constraints
 of Foreign Domestic Helpers in Hong
 Kong

Wei-Jue Huang and Mimi Li



PAPER PRESENTATIONS

Day 1

Title: Returning to work after childbirth: The motivation and challenges of female employees in star-rated hotels, China

Authors: Daixin Tu, Ping Li, Jiasen Wang and Yingying Pan

Abstract: Women during the transition stage back to workplace after childbirth has always been a hot topic of concern, especially in China's hospitality industry, where the path for new mothers to re-entering the workplace is still full of thorns. Combining Schlossberg's transition theory and conducted exploratory qualitative interviews, this paper investigates the dilemmas faced by female employees in China's hospitality industry during the transition phase of returning to work after childbirth. Psychological, physical, career-rated challenges and lifestyle realignment are revealed in findings as key terms of challenges. Based on such findings, we innovatively propose a Postpartum Women Return-to-work Quadruple Supporting Framework to assist in coping with the existing challenges at the societal, family, hospitality industry and individual female levels.

Keywords: Female employees, Childbirth, hotel industry, Re-entry to workplace.

1. Introduction

As a glass ceiling, the gender factor has always existed widely in society and hindered the personal development of female employees (Yang, 2011). With the improvement of independence and work awareness, more and more female in the new era choose to return to the workplace after childbirth. However, the contradiction between work and family is still an important obstacle to women's careers (Chen, Ayoun & Eyoun, 2018).

In this paper, transition phase for female employees refers to the stage when they return to the workplace after giving birth, usually with challenges by all accounts and lasting 38% longer in transition than men (Phelps & Mason, 1991).

In the current stage, although many studies have addressed gender inequality, maternity leave rights, and women's childbirth, and have proposed corresponding adjustment strategies for returning to the workplace, just as Ma et al. (2021), there is a lack of research that treats women as an independent component of the tourism (Segovia-Pérez et al., 2019) and hospitality industry and directly reveals women in hotel industry postpartum status of employment.

Therefore, this paper selects the predicament faced by female employees of star-rated hotels in China during the transition period of postpartum return as the research direction. Combined with Schlossberg's (1981) transition theory, a four-fold support framework for new mothers returning to work is proposed to help new mothers quickly adapt to the new mothers back to work. Through the qualitative research method of semi-structured interviews, different terms such as hotel maternity



leave policy, feelings of returning to work, work dilemma, life challenges, etc. are comprehensively explored.

Researchers of this study believe that gender equality is one of the prerequisites for social progress, and therefore hope to call for more attention to women's postpartum employment through this article, and to improve women's working conditions in the workplace.

2. Literature review

From the liberal feminist perspective, feminism has been identified as equal rights and responsibilities for women and men (Watson, 2014). At present, a large number of studies have focused on gender, education, religion, politics and other aspects of feminism (Grumet & McCoy, 2000; Zwissler, 2012; Zarkov, 2017). But little literature has focused on the feminism in hospitality industry. Since the hospitality industry is a feminine industry, it is necessary to fill this gap (Pérez, Domecq, Moraleda & Mazón, 2019).

Women in hospitality industry concentrated in low status positions, departments including housekeeping, food & beverage are considered as “women’s work” (Adib & Guerrier, 2003). Based on feedbacks from previous literature, most new mothers experience a variety of workplace challenges including discrimination (Rincón et al., 2017), maternity pay issues (Ma, Wu, Yang & Xu, 2021; *Money, Career and Fertility*, 2021), career advancement issues (Hymovitz & Schellhard, 1986), etc.

Changes in career development (Dashper, 2020), physical function (Spiteri & Xuereb, 2012), mental state (Dizaho, Salleh & Abdullah, 2016) and family environment (Spiteri & Xuereb, 2012) are the main challenges faced by new mothers in the workplace. To alleviate the stress of balancing work for female in hospitality industry, working and family support are indispensable (Ma, et al., 2021).

Transitioning back to workplace is considered as disturbing working mothers’ lifeworld (Spiteri & Xuereb, 2012), and Tai (2017) indicated transition alter working mothers’ daily life. Previous studies have shown that transformation theory is widely used in different industries, such as returning to the workplace and the medical industry (Gill, 2018), but there are few literatures focusing on the transformation experience of hotel women returning to the workplace.

3. Study design and methodology

The research purpose of this study is to explore changes and first-hand experience of female employees during the post-transition stage of returning to the workplace after childbirth in the hospitality industry of China and provide rationale suggestions from social, family level, hotel industry and personal aspects of women to help face existing challenges. Exploratory qualitative interview method was compelled to be adopted based on semi-structured interviews (Schmidt, 2004) with tailored questions during each interview process to adjust flexibly according to the actual situation of the respondent (Kathleen, 2004), evaluating the real feelings of women after childbirth and the dilemma they face.

Purposive sampling combined with snowball sampling method were adopted to recruit



informants, which were commonly used methods in qualitative studies (Etikan, Ilker, Musa, & Alkassim, 2016; Ma, et al., 2021). 20 female informants from star-rated hotels in China participated in this research through online-format due to COVID-19 pandemic restrictions. Figure 1 illustrates the basic information of 20 informants.

Interview No.	Coding Record	Age	No. of kids	Targets	Positions	Working years in hospitality industry
1 UR		29	1	Shangri-La Hotel, Yangzhou	Assistant Sales Manager	6years
2 JFF		30	1	Shangri-La Hotel, Yangzhou	Sales Manager	7years
3 YWH		35	2	Hangzhou Marriott Hotel, Qiantang	Catering Supervisor	3years 5 months
4 Anonymous 1		34	1	Crowne Plaza Qiantao Lake	Revenue Manager	3years
5 YH		32	1	Bulgan Hotel Shanghai	Assistant Accountant	11years
6 CHQ		43	1	Bulgan Hotel Shanghai	Deputy Finance Director	20years
7 YH		29	1	Bulgan Hotel Shanghai	Deputy Chief Engineer	6years
8 SJ		36	1	Waldorf Astoria Shanghai	Business Centre Supervisor	11years
9 JHF		39	3	Zhangzhou Huanqiang Hotel	Personnel Manager, Pedestrian Department	10years
10 ZY		55	1	OCBC East	Human Resources Director	10years
11 CG		37	2	Hotel Hetao Chaoqun, Senja	Human Resources Director	11years
12 CYQ		29	1	Zhangzhou Huanqiang Hotel	Front Office Supervisor	6years
13 CHW		34	2	Hotel Hetao Chaoqun, Senja	Human Resources Manager	10years
14 Anonymous 2		35	2	Hilton Yancheng	Guest Service Centre Manager	10years
15 DSY		29	1	Shaoxing Huaphan Yangxing Hotel	Front Office Supervisor	10years
16 Anonymous 3		38	1	Hanan Guest House	F&B manager	20years
17 JL		30	1	Zhejiang Guangnian Hotel	Personnel Director	4years
18 YS		27	3	Qinghai Holiday Kaiting Resort & Spa	Director of Internal Coordination, Sales Department	7years
19 CY		30	1	Crowne Plaza Hangzhou Qiantao Lake	Deputy Personnel Manager	6-7years
20 GBH		36	1	Crowne Plaza Hangzhou Qiantao Lake	Human Resources Coordinator	2years

Note: Informants 4, 14 and 16 were anonymized due to the protection of their privacy

Figure 1: Basic Information of Informants

The coding process of transcripts applied thematic analysis method to systematically analyze the collected data and construct frameworks of results in a qualitative way with instructions from Braun and Clarke (2012), based on the idea of grounded theory (Glaser & Strauss, 2017). With the help of software Nvivo win N12 (Plus) researchers finely coded transcripts by designing primary, secondary and tertiary nodes. Figure 2 illustrates the process of coding.



Original Transcripts	Primary Codes	Secondary Codes	Tertiary Codes
"When you come back to work after having a baby, your work status may not be as good as it was before you had a baby, especially if you breastfeed at night, which can easily cause a woman's mental decline."	Poorer work status; Nighttime breastfeeding; Female mental exhaustion	Breastfeeding problems lead to mental debilitation	Physical level
"There will be the kind of re-entry into the workplace socially not very adaptable, because after all, a long time have not returned to the workplace, in the hotel industry around the people should also be replaced quite quickly."	Adaption problems in the re-entry process; Vacancies due to maternity leave; High turnover rate in the hospitality industry	Difficulty in socialization after back to workplace	Career-related level
"Especially after giving birth, I was relatively weak psychologically, because my job was topped, plus the pressure of being a new mother with a child, I had a relatively serious postpartum depression at that time"	Being weak in terms of psychological perspective; Pressure of the identity of "mom"; Serious postpartum depression	Postnatal psychological depression	Psychological level
"One of the biggest impacts of childbirth is the impact of memory, the brain can't remember very well. The most obvious change is that a second before our leaders say things to me, I can forget the next second."	Poorer memory ability; Forgetting instructions from leaders immediately	Memory loss after childbirth	Physical level
"When you first go back to work, it may be difficult to balance work and family, to adjust to the work situation, but also to take care of the family."	Difficult to find a balance between life and work; Adjust to workplace; Family responsibilities	Difficulty in balancing work and family	Lifestyle level
"Sometimes after the birth of a child back, in terms of job promotion will encounter unfair treatment, because you have to share your time and energy to the child, which is quite unfair."	Obstacles in job promotions; Unfair treatments; Gender discrimination	Post-baby workplace promotion issues	Career-related level

Figure 2: Process of Coding

4. Findings and discussion

Challenges faced by female employees mainly concentrate on physical, psychological, career-related challenges and realignment four dimensions. From physical perspectives, based on information gained from transcripts, obvious changes become visible in women's body functions, appearances and physical functions after childbirth. Disproportionate figure after childbirth caused by excessive intake of nutrients for breast milk leads to negative impact on women's confidence in their appearance, just as mentioned by Informant 12, ***"It was just that I had put on weight, a lot of weight, and it really made me sad."*** Postnatal physical debilitation is another obvious consequence due to pregnancy and childbirth depletion of the body leading to damage to such as lack of Qi and blood. Night feeds, which occur on average 3-4 hours at night, put a huge amount of stress on mothers who experience intense work during the day. As per the data, the average sleep duration for non-pregnant women is 8.43 hours, while the reported average postpartum woman's total sleep time was 7.18 hours (Thomas & Foreman, 2005). Prolonged lack of adequate sleep can directly lead to mental weakness, memory loss and even lowered immunity leading to illness.

From psychological perspectives, how to overcome postnatal depression, postnatal anxiety and self-skepticism are two major challenges. It is illustrated by studies that 10- 20% women who gave birth recently were influenced by postnatal depression (Lee & Chung, 2006). Shared by Informant 7, ***"I went through depression and my mind was in a dead end at that point, since I didn't know how to take care of my baby, and I was depressed for about a month."*** Serious postnatal depression and



anxiety will affect a woman's state at work, including distractions at work, low effectiveness, sudden emotional breakdowns, etc. Self-skepticism is caused by long time on maternity leave and concerns about losing competitiveness and being out of touch with the workplace. Informant 10, a human resources director shared with us, ***"They are actually concerned that they have been out of the workplace for too long, that they have become less competent and less competitive."***

Career-related challenges contains promotion obstacles, readjusting to the professional world, breastfeeding at work and Re-adaptation to relationships. Though different from "a woman's lack of talent was a virtue" in ancient China, 43.5% of all employed persons in Chinese society in 2020 were women according to statistics from Chinese National Bureau of Statistics (2021), for female employees returning to workplace after childbirth, they still face no opportunity for promotion and gender discrimination to some extent. Readjusting to the working pace after long time maternity leave, not being able to breastfeed their babies and readapting to relationships due to rapid turnover of employees in the hotel industry, all these dilemmas are faced and to be overcome.

Lifestyle Realignment in terms of balance between work and life, shift of focus in life are two key challenges. Influenced by traditional Chinese Confucianism, when a woman's role is upgraded to that of a mother, most women lose themselves by shifting the focus of their lives to caring for their children. It is also challenging for female to adjust to their new identity as "moms" and learning to balance life and work, just as mentioned by Informant 13, ***"It must be hard to balance your family when you're working late all the time."***

Based on feedbacks from the study, in response to the current stage, the difficulties faced by women re-entering the workforce in the hospitality industry, this paper creatively proposes a Postpartum Women Return-to-work Quadruple Supporting Framework to help female employees in the hospitality industry better readjust to their jobs. The supporting framework consists of four branch support parts, of which there are social support, family support, hotel support and self-adaption. Detailed supporting system is illustrated in Figure 3.

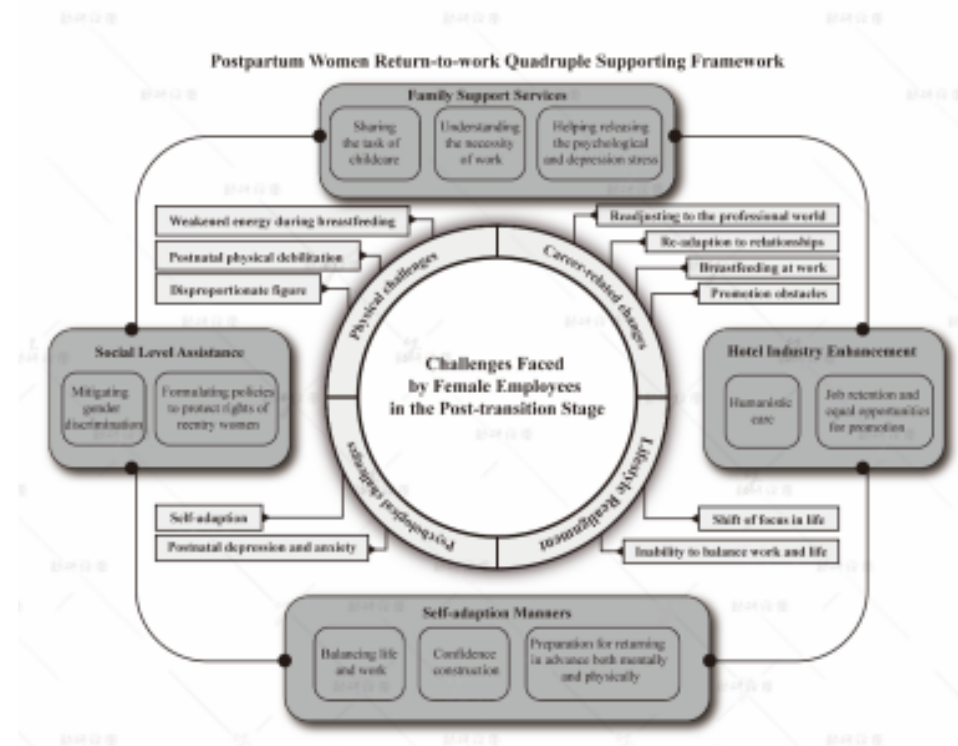


Figure 3: Postpartum Women Return-to-work Quadruple Supporting Framework

5. Implications

5.1. Theoretical Implications

This paper provides a direct and in-depth analysis of the current challenges faced by postpartum women preparing to reintegrate into hotels, creatively proposes a transitional counseling mechanism, and fills a gap in the research field by in-depth analysis of the difficulties faced by women in the Chinese market. For future scientific research related to this field, the theoretical, practical basis and collected research data can serve as auxiliary information.

5.2. Practical Implications

In the hospitality industry, women are blocked in the process of career advancing, and facing a diverse range of challenges (Kumara, 2018). The application of the recommendations in this paper will also optimize the treatment of women at work in the society. In addition, this article strongly supports new mothers by empowering themselves to better fit in the workplace. The innovatively proposed support mechanism also has a positive effect on building self-confidence and balancing interpersonal relationships, so as to help postpartum women better adapt to the workplace.

6. Limitations



Firstly, the majority of respondents who participated in this study were in hotel managerial positions. For future researches, the sample can be broadened to better reflect the situations in hospitality industry. Secondly, the current research was based on only one country, China and can only reflect the circumstance in China. The third limitation lies in the research method based on qualitative analysis and framework construction. It is feasible for future researchers to combine the methods of quantitative research, aiming at providing more accurate data and model support.

7. Acknowledgement

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Title: Elite Management Training Experience and Hospitality Students' Career Development

Authors: Qu Xiao and Chee Han Tsoi

Abstract: Elite Management Trainee Program is a special work-based learning program that enables the selected undergraduate students to mirror the hotel senior management and work rotationally across different divisions. This study aims to explore the effects of Hotel ICON's Elite Management Trainee program on students' career development, and to investigate the roles of the students' mentors and their perceived organizational support. Mixed methods approach will be employed to collect both quantitative data and qualitative data from former Elite Management trainees. Findings of this study are expected to provide meaningful insights for the hospitality institutions and hotels on structuring, designing and improving their current internship programs. Moreover, the results will benefit existing teaching hotels in understanding the interns' needs and expectations and creating a more supportive environment.



Title: Role of Sense of Calling on Emotional Exhaustion, Psychological Well-Being, and Intention to Leave the Senior Living Industry and Moderating Role of Non-Resident Care versus Resident Care Employees

Authors: Jianwen Li and Yunying Zhong

Abstract: The senior living industry was deemed the new frontier of hospitality management. This industry has high employee turnover rates and is facing difficulties in retaining and attracting employees who enjoy working with older adults. One solution may be to recruit employees with a strong sense of calling toward working in the senior living industry. The purposes of this study are to (1) investigate the relationship between the role of sense of calling and emotional exhaustion, psychological well-being, and intention to leave the industry for senior living employees and (2) to examine the moderating role of two different types of positions (non-resident care vs. resident-care employees). The study will test the proposed sense-of-calling model by surveying 600 senior living employees and the results will provide essential information to industry operators about recruiting and retaining employees and to academic programs about how to better future talents by considering sense of calling.

Keywords: sense of calling, emotional exhaustion, psychological well-being, intention to leave the senior living industry

Type of Submission: working paper

1. Introduction

The senior living industry is considered a new frontier for hospitality management (Pizam, 2014). This industry has been shifting from a primary healthcare focus to an operation model that infuses hospitality and healthcare. Many senior living communities provide various personal-centered services (Stevenson & Grabowski, 2010) and ample high-end amenities usually seen in luxury hotels (Pizam, 2014). Since the senior living industry shares many common functions with the hotel industry, the senior living industry is deemed a hybrid of healthcare and hospitality (Hollis & Verma, 2015).

Americans are aging, and the population of 65 years and older is projected to grow in the next few decades (Administration for Community Living, 2021). This increasing growth pattern coupled with an increasing life expectancy will trigger high demand for well-managed senior living communities (Chaulagain et al., 2022). Such a demand for high-quality senior living communities has resulted in a great need for employees who enjoy working with older adults and have customer-oriented skills. However, employee retention is one of the grave challenges that the senior living industry is facing. The senior living industry is labor-intensive and people-focused (Pizam, 2014), where employees usually work long hours, have a relatively low salary, and face the demanding needs of caring for residents. The industry characteristics may induce employees' emotional exhaustion and harm their psychological well-being, which contributes to their intentions to leave the industry. In 2021, the senior living industry had a high turnover rate of approximately 40%, and this rate is projected to rise after the Covid-19 pandemic (U.S. Bureau of Labor Statistics, 2022). During the pandemic, all senior living communities are on high alert in protecting their residents' health because seniors are a vulnerable group to severe virus



infection. The highly vigilant working environment has contributed to employee burnout and intention to leave the industry (Sudo, 2021)

To address the resignation issue in the senior living industry, one of the most effective approaches to retaining current employees is to hire employees who have a strong sense of calling to their careers (Lee et al., 2022). Employees who have a strong sense of calling are greatly devoted to their work, consider their work as an approach to achieving self-fulfillment or happiness, and understand their work as a way to help others in the community and society (Duffy & Dik, 2013; Duffy et al., 2018). Therefore, it is crucial to investigate the role of sense of calling in reducing high turnover rates within the senior living industry.

To our best knowledge, no existing studies investigate the role of sense of calling in reducing employee turnover in the senior living industry. The purpose of the study is to propose and test a conceptual model that explains the effects of calling on three interrelated variables concerning employee turnover: emotional exhaustion, psychological well-being, and intention to leave the industry. The study will also investigate the moderating effects among two major employee groups: non-resident care and resident care employees. Non-resident care positions are occupations that are similarly seen in hotels such as food and beverage services, housekeeping and maintenance, resident/guest services, and recreation and activities. These non-residential care employees comprise 40% of the senior living workforce (Argentum, 2018). The remaining 60% workforce is resident care employees, including healthcare personnel and home care aides.

2. Study Purpose

The two-fold purpose of this study is to (1) investigate the relationship between the role of sense of calling and emotional exhaustion, psychological well-being, and intention to leave the industry for senior living employees and (2) examine the moderating role of two different types of positions (non-resident care vs. resident care) on the relationship between the role of sense of calling and emotional exhaustion, psychological well-being, and intention to leave the industry for senior living employees.

3. Brief Literature Review

Role theory is used as the conceptual framework for this study (Kahn et al., 1964) to emphasize sense of calling on emotional exhaustion, psychological well-being, and intention to leave the industry. Kahn et al.'s (1964) role theory suggests that an individual's life is formed by various roles across their life and work period. Ashforth et al. (2000) posited that "the more an individual connects with or internalizes a particular role, the more likely they are to assume that role as part of their identity" (as cited by Cain et al., 2017, p. 2290). Given this, role identification occurs when people characterize themselves through the roles they play at work (they view themselves as healthcare workers), and people automatically become the roles they play.

Sense of calling is generally defined as "an approach to work that reflects the belief that one's



career is a central part of a broader sense of purpose and meaning in life and is used to help others or advance the greater good in some fashion” (Duffy & Dik, 2013, p. 429). No studies explored the sense of calling concept within the senior living context. However, over the past decade, to understand employees’ perceptions, attitudes, and behaviors in the workplace, several hospitality scholars investigated the relationships of sense of calling on employees’ job-related attitudes and behaviors (Kang et al., 2021; Karatepe et al., 2021; Lee et al., 2022). Lee et al. (2022) found that sense of calling negatively impacted hospitality employees’ intentions to leave the industry. Similarly, Karatepe et al. (2021) found that sense of calling negatively impacted emotional exhaustion. Conversely, Kang et al. (2021) found that sense of calling positively impacted employees’ psychological well-being through the mediating role of perceived insider status and psychological empowerment. Note that senior living employees easily experience emotional exhaustion because of frequent interaction with customers. Therefore, this study proposes that, similar to Kang et al.’s study, emotional exhaustion may mediate the relationships between sense of calling and (1) psychological well-being and (2) intention to leave the industry.

Kang et al. (2021) indicated that the organizational hierarchy (i.e., line-level employees vs. managerial employees vs. directors and above) moderated the relationship between living a calling and job psychological outcomes. Thus, for this study, the moderating role of two types of positions (non-resident care vs. resident care) may have a different impact on the relationships between sense of calling and emotional exhaustion, psychological well-being, and intention to leave the senior living industry.

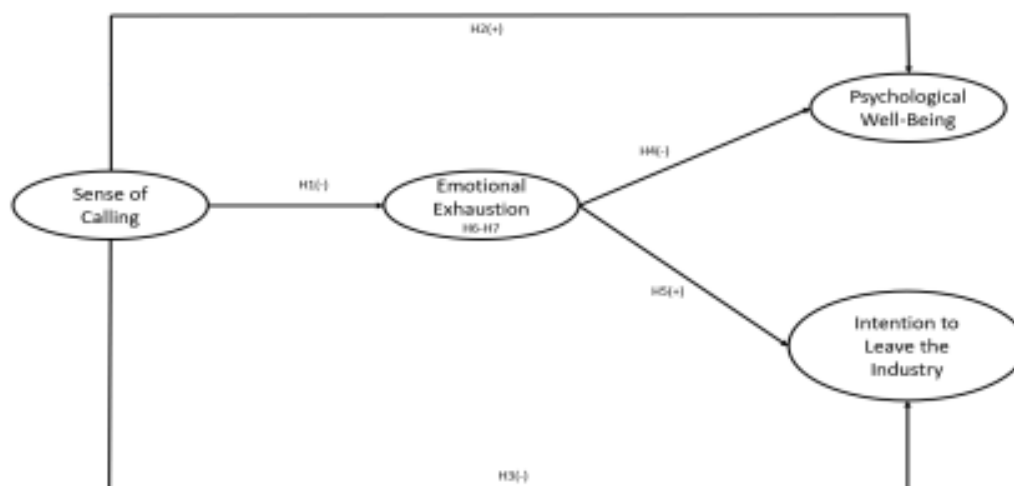
Conceptual Model:

Figure 1 depicts the conceptual model demonstrating the role sense of calling on emotional exhaustion, psychological well-being, and intention to leave the senior living industry. Based on the above literature review, we propose the following hypotheses:

- H1: Sense of calling negatively impacts emotional exhaustion.
- H2: Sense of calling positively impacts psychological well-being.
- H3: Sense of calling positively impacts intention to leave the industry. H4: Emotional exhaustion negatively impacts psychological well-being. H5: Emotional exhaustion negatively impacts intention to leave the industry. H6: Emotional exhaustion mediates the relationship between sense of calling and psychological well-being.
- H7: Emotional exhaustion mediates the relationship between sense of calling and intention to leave the industry.
- H8: There are significant differences in the relationships between sense of calling and emotional exhaustion and psychological well-being for employees in non-resident care and resident care positions.
- H9: There are significant differences in the relationships between sense of calling and emotional exhaustion and intention to leave the industry for employees in non resident care and resident

care positions.

Figure 1



H8-H9: Occupations Differences

Non-resident care positions vs. Resident care positions

4. Method

To fulfill the purpose, 600 employees (300 non-resident care and 300 resident care) in senior living communities will be surveyed. Senior living communities is defined as housing properties that provide primarily residential and personal care services to residents. The sample frame of this study is employees who are working in senior living communities where hospitality service is a significant part of the resident experience.

To test the hypothesized model, structural equation modeling (SEM) will be used following the two-step approach by Anderson and Gerbing (1988). First, confirmatory factor analysis (CFA) will be utilized to test the validity of the measurement scales. Second, the proposed relationships will be tested by employing SEM.

5. Implications

The study results will provide theoretical and practical implications. Theoretically, this study will confirm the proposed model of the role of sense of calling on emotional exhaustion, psychological well-being, and intention to leave the senior living industry. Additionally, this is the first study to investigate the important concept of sense of calling within the senior living context. Practically, this study will provide insights for senior living operators to enhance their employees' psychological



well-being and intentions to stay within the industry by fostering employees' sense of calling and decreasing emotional exhaustion. Identifying how senior living positions impact the employees' job-related attitudes and behaviors may help the management develop specific and supportive work environments for employees among different positions. Moreover, since hospitality management programs in the USA are starting to partner with the senior living industry in preparing hospitality talents for the industry, this study bears valuable information for hospitality programs engaging innovative pedagogical practices in bridging hospitality and senior living in designing curricula addressing students' sense of calling in the industry.

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<https://www.bls.gov/news.release/jolts.t16.htm>



Title: Green-eyed Coworkers in Hospitality Organizations: The Impact of Being Envied by Coworkers on Employee Service Outcomes

Authors: Xinyu Liu, Long-Zeng Wu, Yijiao Ye and Luanyu Liu

Abstract: This research examined whether, how, and when being envied by coworkers influences employee service outcomes in the hospitality industry. Drawing upon self-determination theory (SDT), we tested a moderated-mediation model using a sample of 202 frontline hospitality employees in five Chinese hotels. By focusing on envied targets, our research demonstrates that being envied by coworkers negatively influences the targets' service performance and proactive customer service performance (PCSP). Moreover, harmonious passion for work fully mediates the influence of being envied by coworkers on service performance, and partially mediates the influence of being envied by coworkers on PCSP. Furthermore, employee core self-evaluation (CSE) weakens the direct effect of being envied by coworkers on harmonious passion for work, and the indirect effects of being envied by coworkers on service performance and PCSP through harmonious passion for work. Our findings provide new theoretical insights for future studies and have managerial implications for hospitality organizations.

Keywords: Being envied by coworkers; Harmonious passion for work; Core self-evaluation; Service outcomes

Type of submission: Full paper

1. Introduction

Envy, defined as pain caused by other's good fortune (Vecchio, 2005), is one of the most prevalent emotions in the workplace. Fierce competition and scarce work resources in organizations have created fertile ground for feelings of envy and being envied (Yu and Duffy, 2016). A survey of employees from 200 companies demonstrated that 77% of them had witnessed envy-related events and 58% had been envied by other employees (Veiga et al., 2014). Although workplace envy can exert a powerful influence on both enviers and their targets (Vecchio, 2005), past studies on workplace envy have predominately explored its influence on enviers, and little is known about its influence on the targets (Puranik et al., 2019; Ye et al., 2021). Such one-side perspective fails to clarify the interpersonal nature of envy and Duffy et al. (2021, p.10) pointed out that a fruitful avenue to explore the effect of envy would be to "increase effort studying how envy targets react to workplace envy."

Among the different types of workplace envy, coworker envy is the most prevalent because employees tend to regard those who are similar to themselves (i.e., coworkers) as referents for social comparison (Breidenthal et al., 2020). Being envied by coworkers refers to an experience of being the target of coworker envy (Lee et al., 2018). Initial empirical evidence has shown that being envied by coworkers is positively associated with knowledge hiding and coworker social undermining, and negatively associated with employee knowledge sharing, job performance, organizational citizenship behavior, and coworker helping behavior (Liu et al., 2020; Sun et al., 2021; Treadway et al., 2019; Xu et al., 2021; Ye et al., 2021).



Hence, being envied by coworkers represents a tough emotional workplace experience that has a serious impact on target employees and their organizations.

Despite progress in the general management field, the impact of workplace envy in the hospitality context is largely unexplored (see Ye et al., 2021 for an exception). To date, researchers on envy have yet to investigate the influence of being envied by coworkers on frontline hospitality employees' service outcomes. This is unfortunate since the hospitality industry serves as an indispensable component of modern society by providing services for people from across the world (Hinkin, 2006), and frontline employees' service quality plays a prominent role in determining the profitability of hospitality organizations (Raub and Liao, 2012). According to the service-profit chain, frontline hospitality employees' service quality strongly depends on how they are treated by others in the organization (Heskett et al., 1994). As being envied by coworkers creates a heavy emotional burden on the envied targets (Rodriguez Mosquera et al., 2010), frontline hospitality employees who are experiencing coworker envy are unlikely to show desirable behaviors toward customers, leading to deteriorated customer service outcomes. Hence, the first purpose of the present study is to explore the associations between being envied by coworkers and two important service outcomes of frontline hospitality employees, namely service performance and proactive customer service performance (PCSP). Service performance, a type of in-role service behavior, refers to employee behavior that serves and helps customers (Liao and Chuang, 2004). In contrast, PCSP, a type of extra-role service behavior, is a self-initiated, long-term-oriented, and persistent behavior that extends beyond formalized standards (Rank et al., 2007). Both types of service behaviors are critical to achieving high-quality customer service and customer satisfaction (Liao and Chuang, 2004; Raub and Liao, 2012).

Drawing on self-determination theory (SDT) (Deci and Ryan, 2000), this study explores the underlying mechanism through which being envied by coworkers is related to employee service performance and PCSP in the hospitality context. Harmonious passion refers to a strong inclination that leads employees to internalize an activity into their identity, generating a sense of personal enjoyment and free choice to engage in the activity (Vallerand et al., 2003). According to SDT, the extent to which employees feel passionate about their work is not only influenced by the work itself but also by the social context within which the work is embedded (Deci and Ryan, 2000; Vallerand et al., 2003). Social contexts that threaten employees' three basic psychological needs (i.e., need for autonomy, need for competence, and need for relatedness) are likely to undermine an employee's harmonious passion for work (Vallerand et al., 2003; Van den Broeck et al., 2016). As a difficult interpersonal experience, being envied by coworkers is likely to thwart the envied targets' needs for autonomy, competence, and relatedness, in turn eroding their harmonious passion for service work. In addition, with low levels of harmonious passion for service work, envied targets are likely to feel psychologically detached from their work and withhold their work efforts, resulting in diminished service performance and PCSP (Vallerand et al., 2003). Hence, the second purpose of this study is to examine the mediating role of harmonious passion for work in the relationships between being envied by coworkers and frontline hospitality employees' service performance and PCSP.



Finally, we explore the boundary condition under which the detrimental influence of being envied by coworkers is buffered. According to SDT, the degree to which unfavorable social contexts threaten one's basic psychological needs varies among individuals (Deci and Ryan, 2000). Hence, we propose that core self-evaluation (CSE), a personality trait that captures individuals' evaluation of their own worthiness, effectiveness, and capability (Judge et al., 2003), may mitigate the direct effect of being envied by coworkers on employees' harmonious passion for service work and the mediating effect of harmonious passion for work. High-CSE employees have confidence in their abilities to complete their work and hold strong belief in controlling life events (Judge et al., 2003). Empirical studies have also indicated that high-CSE employees are less sensitive to interpersonal mistreatment (Zhang et al., 2014). We therefore propose that such employees are less vulnerable to coworker envy in the workplace. When facing coworker envy, their basic psychological needs may not be seriously threatened, and their harmonious passion for work and subsequently service performance and PCSP are thus less likely to be severely affected. Hence, the final purpose of our research is to examine the moderating role of employee CSE in the relationships among being envied by coworkers, harmonious passion for work, and employee service performance and PCSP.

Figure 1 shows our theoretical framework.

Insert Figure 1 about here

2. Theory and hypotheses

2.1 Being envied by coworkers

Being envied by coworkers is a subjective assessment made by envied employees (Lee et al., 2018). Envied employees are the source of the envious coworkers' pain because the enviers lack or desire the targets' superior achievements or possessions (Yu and Duffy, 2016). To restore their self-evaluation, the enviers tend to reduce the disparity between themselves and the targets by intentionally reducing the targets' envy-provoking advantages. The envied employees thus suffer from the ill will and hostility of their envious coworkers (Smith and Kim, 2007).

2.2 Being envied by coworkers and service outcomes

The rapidly changing business environment is a new reality that requires hospitality organizations to maintain high-quality service and navigate uncertain times. For frontline hospitality employees at the organization–customer interface, the extent to which they engage in formalized work roles and unexpected service “extras” during the service delivery process significantly influences customers' service satisfaction (Liao and Chuang, 2004; Raub and Liao, 2012). Service performance is an indicator of frontline hospitality employees' proficiency in following prescribed job descriptions with standard service procedures (Liao and Chuang, 2004). In contrast, PCSP reflects frontline hospitality employees' proactivity in performing service activities beyond their formalized job requirements (Rank et al., 2007).



Due to fierce competition in the hospitality industry and diverse customer demands, both required and unsolicited service behaviors of frontline hospitality employees are essential for continued success of hospitality organizations (Wu et al., 2020).

In this study, we propose that frontline hospitality employees who experience coworker envy may display low levels of service performance and PCSP. First, as envious coworkers often direct their ill will at targets, envied employees are likely to experience discomfort, depression, and anxiety (Rodriguez Mosquera et al., 2010; Vecchio, 2005). Envied employees in distressed psychological states are unlikely to display socially desirable emotions when serving customers, which leads to decreased service performance and PCSP (Sonnentag, 2003; Wu et al., 2020). Second, as the targets of coworker envy, envied employees are under pressure to handle potential relational strife with coworkers (Lee et al., 2018). To ease the burden imposed by coworkers, envied employees are likely to avoid further interactions with them and to withhold service efforts that require coworker involvement to better serve customers, resulting in diminished service performance and PCSP. Third, being envied by coworkers conveys a signal to the targets that their achievements are not welcomed by coworkers (Ye et al., 2021). The envied employees may thus question the meaningfulness of their service efforts and reduce service performance and PCSP. Hence, we posit:

Hypothesis 1: Being envied by coworkers is negatively related to frontline hospitality employees' (a) service performance and (b) PCSP.

2.3 The mediating role of harmonious passion for work

Derived from autonomous internalization of work into one's identity, harmonious passion for work emerges when employees endorse the importance of their work without any contingencies associated with work (Vallerand et al., 2003). For employees high in harmonious passion for work, a strong inclination to engage in their job is not driven by external forces but by their personal endorsement. Harmoniously passionate employees can freely devote time or energy to their work and control their involvement in their job to keep harmony with other facets of lives (Liu et al., 2011).

SDT suggests that one's harmonious passion for an activity is strongly influenced by the social contexts in which the activity is embedded (Deci and Ryan, 2000). Social contexts affect individuals' autonomous internalization of an activity by satisfying or threatening their three basic psychological needs: *need for autonomy*, which reflects a desire to act with a sense of volition and self-directedness; *need for competence*, which indicates a desire to develop mastery of tasks and exercise skills; and *need for relatedness*, which represents a desire to experience a sense of attachment and belonging when interacting with others (Van den Broeck et al., 2016). Individuals whose basic psychological needs (i.e., need for autonomy, competence, and relatedness) are satisfied in a social context are more likely to autonomously internalize the activity into their identity and be harmoniously passionate about that activity. In contrast, a social context that thwarts individuals' basic psychological needs is likely to undermine their autonomous internalization of an activity, leading to decreased harmonious passion for



that activity (Vallerand et al., 2003).

Adopting SDT as our theoretical lens, we propose that being envied by coworkers undermines employees' harmonious passion for work because it threatens their three basic psychological needs. First, being envied by coworkers creates a stressful atmosphere and makes the envied employees work under scrutiny (Tai et al., 2012). Triggered by feelings of inferiority, envious coworkers may pay more attention to the targets and strive to take them down whenever possible (Yu and Duffy, 2016). The envied employees may thus experience a sense of being controlled and watched by their coworkers, which thwarts their need for autonomy. Second, being envied by coworkers may make the target employees avoid striving for work excellence out of fear of further negative consequences (Rodriguez Mosquera et al., 2010). Without making additional effort, the envied targets are less likely to develop new abilities and their need for competence will gradually be threatened. Third, as the victims of coworker envy, envied employees often need to bear the hostility and resentment of their envious coworkers, such as social undermining and ostracism (Duffy et al., 2021). Such unfavorable treatment by coworkers may thwart the envied employees' need for relatedness. Taken together, being envied by coworkers thwarts target employees' need for autonomy, competence, and relatedness, which in turn undermines their harmonious passion for work. Hence, we posit:

Hypothesis 2: Being envied by coworkers is negatively related to frontline hospitality employees' harmonious passion for work.

Integrating SDT and research on harmonious passion, we posit that harmonious passion for work significantly influences employees' service behaviors (Deci and Ryan, 2000; Vallerand et al., 2003; Wu et al., 2020). Harmoniously passionate frontline hospitality employees tend to regard their work as an essential component of their identity and believe that their service work reflects who they are (Liu et al., 2011). The autonomous internalization of service work thus fosters a motivational force that enables such employees to actively engage in the service delivery process (Vallerand et al., 2003). Driven by internal control rather than external control, harmoniously passionate frontline hospitality employees often regard their involvement in the service work as rewards, fully immerse themselves in service work, and try their best to perform their service responsibilities. Hence, when serving customers, they are likely to achieve superior service performance. In addition, harmoniously passionate frontline hospitality employees tend to accomplish their service tasks in a flexible manner and maintain the service work coherent with other facets of life (Vallerand et al., 2003). With less conflict between their work and non-work roles, these employees can extend their work roles and devote more effort to engaging in service "extras," such as PCSP (Wu et al., 2020). In contrast, frontline hospitality employees who lack harmonious passion for work are unlikely to feel enjoyable during the service delivery process (Vallerand et al., 2003), which precludes them from fully engaging in customer service. Therefore, these employees tend to exhibit low levels of service performance and PCSP. Consistent with the above arguments, prior empirical studies have indicated that harmonious passion for work is positively related to employee service performance and PCSP (Chen et al., 2017; Wu et al., 2020; Ye et al., 2019). Hence, we posit:

Hypothesis 3: Harmonious passion for work is positively related to frontline hospitality employees' (a)



service performance and (b) PCSP.

Taken together, we propose that frontline hospitality employees who experience coworker envy may experience a reduction in harmonious passion for work and subsequent service performance and PCSP. Hence, we posit:

Hypothesis 4: Harmonious passion for work mediates the relationships between being envied by coworkers and frontline hospitality employees' (a) service performance and (b) PCSP.

2.4 The moderating role of CSE

CSE reflects individuals' fundamental evaluations of themselves and their functions in the environment. With a positive appraisal of themselves, individuals high in CSE are confident in their abilities and have a strong sense of control over their life events (Judge et al., 2003). They often frame situations positively and make positive interpretations of negative signals such that they are less sensitive to external negative events (Kammeyer-Mueller et al., 2009). In contrast, low-CSE individuals often doubt their competence, regard themselves as powerless, and hold a negative view of life. Hence, they are more easily influenced by external negative events (Zhang et al., 2014).

SDT suggests that the degree to which social contexts satisfy or thwart individuals' basic psychological needs and thereby affect their autonomous internalization of an activity is significantly influenced by individual differences (Deci and Ryan, 2000). Based on SDT, we argue that the detrimental influence on employees' harmonious passion for work of being envied by coworkers may be weaker for employees with high rather than low CSE. Employees high in CSE are less sensitive to coworker envy because they have high psychological resilience to negative stimuli and tend not to relate such stimuli to their self-concept (Kammeyer-Mueller et al., 2009). When encountering coworker envy, such employees may still focus on the desirable facets of their service work and believe that they are capable of dealing with the envy problem (Judge et al., 2003). Hence, we expect coworker envy to be less likely to thwart the basic psychological needs of employees high in CSE and destroy their harmonious passion for service work. In contrast, employees low in CSE tend to appraise negative stimuli as threats and blame themselves for negative events (Zhang et al., 2014). Due to their heightened sensitivity to negative stimuli, employees low in CSE are likely to be more vulnerable to coworker envy. When they are envied by coworkers, their basic psychological needs are prone to be seriously threatened, which in turn results in lower levels of harmonious passion for work. Therefore, we posit:

Hypothesis 5: CSE moderates the relationship between being envied by coworkers and harmonious passion for work, such that the negative relationship is weaker for high-CSE employees than for low-CSE employees.

Building upon the notions that the negative influence on harmonious passion for work of being envied by coworkers is weaker among employees high (versus low) in CSE, and that harmonious passion for work is positively associated with service performance and PCSP, we further posit that the indirect effects of being envied by coworkers on service performance and PCSP through harmonious passion for work are weaker among employees high (versus low) in CSE. Hence, we posit:



Hypothesis 6: CSE moderates the indirect effects of being envied by coworkers on frontline hospitality employees' (a) service performance and (b) PSCP via harmonious passion for work, such that the indirect effects are weaker for high-CSE employees than for low-CSE employees.

3. Methods

3.1 Sample and procedures

The participants in our study comprised of employees and their supervisors from two five-star and three four-star hotels in Zhejiang province, China. We conducted a survey in the hotels at three time points over 6 months. In the first phase (T1), the frontline employees self-reported their demographics, CSE, and perception of being envied by coworkers. In the second phase (T2, 3 months after T1), the employees provided ratings of their harmonious passion for work. In the third phase (T3, 3 months after T2), the frontline employees' immediate supervisors evaluated their service performance and PSCP.

The human resources managers at the five hotels helped us obtain a randomly selected name list, with 364 employees and 109 supervisors. At T1, we received 311 questionnaires from employees (a response rate of 85.43%). At T2, 266 among 311 employees returned their questionnaires (a response rate of 85.53%). At T3, we received 229 questionnaires from 87 supervisors (a response rate of 86.09%). After excluding unmatched questionnaires, our final sample comprised 202 employee-supervisor dyads, including 202 employees and 75 supervisors. Among these employees, male employees accounted for 43.60%; 50.50% of the employees had an associate degree or above; and their average age was 31.44 years ($SD = 12.10$) and their average tenure was 3.26 years ($SD = 4.07$).

3.2 Measures

Responses options were made on a 5-point Likert scale (1 = *strongly disagree*, 5 = *strongly agree*).

3.2.1 Being envied by coworkers

Vecchio's (2005) 3-item scale was adopted to measure being envied by coworkers. A representative item is "Some of my coworkers are envious of my accomplishments" ($\alpha = .94$).

3.2.2 Harmonious passion for work

To measure harmonious passion for work, we adopted the 7-item scale from Vallerand et al. (2003). A representative item is "I am completely taken with my job" ($\alpha = .94$).

3.2.3 CSE

The 12-item scale from Judge et al. (2003) was adopted to assess CSE. A representative item is "I determine what will happen in my life" ($\alpha = .94$). Confirmatory factor analysis (CFA) of the 12 items provided acceptable fit indices ($\chi^2(50) = 130.93$, $p < .01$; CFI = .95, TLI = .93; RMSEA = .09).



3.2.4 Service performance

To measure service performance, we adopted Liao and Chuang's (2004) 7-item scale. A representative item is "This employee is able to help customers when needed" ($\alpha = .92$).

3.2.5 PCSP

PCSP was measured using Raub and Liao's (2012) 7-item scale, which was adapted from Rank et al. (2007). A representative item is "This employee proactively checks with customers to verify that customer expectations have been met or exceeded" ($\alpha = .91$).

3.2.6 Control variables

As past studies have demonstrated that demographic variables are associated with employee service outcomes (Chen et al., 2017; Raub and Liao, 2012), we controlled for frontline hospitality employee gender, age, education, and tenure in the organization. As our participants were from five hotels, we created five dummy variables and entered four of them into the regression analysis to rule out potential hotel effects.

4. Results

4.1 Confirmatory factor analyses

We conducted CFAs to assess the discriminant validity of the constructs. As indicated in Table 1, our hypothesized five-factor model fitted the data well ($\chi^2(580) = 923.22, p < .01$; CFI = .93, TLI = .93; RMSEA = .05). The fit statistics of the five-factor model were significantly better than those of alternative models (Cheung and Rensvold, 2002). The average variance extracted values for being envied by coworkers, harmonious passion for work, service performance, PCSP, and CSE were .85, .67, .62, .59, and .78, respectively. Hence, the results provided support for the discriminant validity and construct validity of the five constructs.

Insert Table 1 about here

4.2 Descriptive statistics

As shown in Table 2, being envied by coworkers was negatively correlated with harmonious passion for work ($r = -.23, p < .01$), service performance ($r = -.15, p < .01$), and PCSP ($r = -.20, p < .01$). Harmonious passion for work was positively correlated with both service performance ($r = .36, p < .01$) and PCSP ($r = .29, p < .01$). The square root of the average variance extracted values for each variable exceeded its correlations with

other variables, further confirming the discriminant validity of the five constructs.

Insert Table 2 about here



4.3 Hypothesis testing

All hypotheses were tested with hierarchical multiple regression analysis. As indicated in Table 3, being envied by coworkers was negatively related to service performance ($\beta = -.14, p < .05$, Model 6) and PCSP ($\beta = -.22, p < .01$, Model 10). Hence, both Hypotheses 1a and 1b were supported.

Insert Table 3 about here

We used the PROCESS macro and adopted Model 7 with a 95% confidence interval (CI) based on a sample size of 5,000 to examine the first-stage moderated mediation model (Hayes, 2013). As shown in Table 4, being envied by coworkers was negatively related to harmonious passion for work ($\beta = -.16, SE = .04, p < .01$, Model 13), supporting Hypothesis 2. Harmonious passion for work was positively related to service performance ($\beta = .30, SE = .06, p < .01$, Model 14) and PCSP ($\beta = .23, SE = .06, p < .01$, Model 15), supporting Hypotheses 3a and 3b. After entering harmonious passion for work into the model, the effect on PCSP of being envied by coworkers was significant ($\beta = -.10, SE = .04, p < .05$, Model 15), while the effect on service performance of being envied by coworkers was not ($\beta = -.04, SE = .04, n.s.$, Model 14). The PROCESS results indicated that the indirect effect on service performance of being envied by coworkers (indirect effect = $-.05, SE = .02$, 95% CI = $[-.0941, -.0114]$) and the indirect effect on PCSP of being envied by coworkers (indirect effect = $-.04, SE = .02$, 95% CI = $[-.0738, -.0071]$) were both negative and significant. Therefore, Hypotheses 4a and 4b received support, suggesting that harmonious passion for work fully mediated the effect on service performance of being envied by coworkers and partially mediated the effect on PCSP of being envied by coworkers.

Insert Table 4 about here

As shown in Table 4, the interaction of being envied by coworkers and CSE was positively related to harmonious passion for work ($\beta = .21, SE = .06, p < .01$, Model 13). As depicted in Figure 2, being envied by coworkers was more negatively related to harmonious passion for work for low-CSE employees ($\beta = -.32, p < .01$) rather high-CSE employees ($\beta = -.03, n.s.$). Therefore, Hypothesis 5 was supported.

Insert Figure 2 about here

As summarized in Table 5, the conditional effect on service performance of being envied by coworkers



was negative and significant for low-CSE employees (-1 SD, indirect effect = -.09, SE = .03, 95% CI = [-.1437, -.0297]), but not significant for high-CSE employees (+1 SD, indirect effect = -.01, SE = .02, 95% CI = [-.0644, .0312]). Overall, the moderated mediation was significant (Δ indirect effect = .06, SE = .03, 95% CI = [.0113, .1146]). In addition, the conditional effect on PCSP of being envied by coworkers was negative and significant for low-CSE employees (-1 SD, indirect effect = -.07, SE = .03, 95% CI = [-.1183, -.0161]), but not significant for high-CSE employees (+1 SD, indirect effect = -.01, SE = .02, 95% CI = [-.0498, .0270]). Overall, the moderated mediation was significant (Δ indirect effect = .05, SE = .02, 95% CI =

[.0062, .0980]). Hence, Hypotheses 6a and 6b received support.

Insert Table 5 about here

5. Discussion

5.1 Theoretical implications

First, our research enriches the literature on workplace envy and customer service in the hospitality context. Past work on envy has primarily concentrated on the deleterious effects of envy on the enviers, overlooking its harmful effects on the targets (Puranik et al., 2019). Besides, existing empirical research on workplace envy has exclusively been conducted in the general management field, but paid little attention to the potential influence of workplace envy on employee service outcomes in the hospitality context (Ye et al., 2021). Addressing these research gaps, our study not only consider the effect of envy from the target perspective, but also shifts focus from the dyadic relationship between enviers and the envied to a broader perspective that encompasses the targets' interaction with customers. Our findings are in line with the theoretical argument of Kim and his colleagues (2010) that customer service suffers from workplace envy, and support the idea that coworker envy is costly in the hospitality industry.

Second, this research illuminates how being envied by coworkers affects employees' service performance and PCSP. Our research contributes to workplace envy literature by offering a self-determination explanation for how being envied by coworkers influences employee service outcomes. Moreover, despite the burgeoning interest in the antecedents of harmonious passion for work, existing research mainly focus on the factors that fuel passion rather than the factors that kill it (for exceptions, see Cheng et al., 2020 and Tian et al., 2019). Our research indicates that being envied by coworkers destroys employees' harmonious passion for work and contributes to harmonious passion literature by identifying an important dark side factor that extinguishes harmonious passion in the workplace.

Finally, drawing on SDT, our results indicate that low-CSE employees were more vulnerable to coworker envy. When low-CSE employees were envied by their coworkers, their harmonious passion for work was



prone to be threatened, leading to poor service performance and low PCSP. This finding contributes to the literature on workplace envy by pinpointing an important boundary condition of coworker envy, and enriches the CSE literature by providing support for the notion that CSE acts as a buffer in negative situations (Zhang et al., 2014).

5.2 Managerial implications

First, our results serve as a warning that close attention should be paid to coworker envy and its detrimental effect in the workplace. In addition to avoiding the unfairness and injustice that may breed envy in the workplace (Kim et al., 2010), hospitality organizations should develop a zero-tolerance policy toward unfavorable social comparison. Training programs should also be adopted to help frontline hospitality employees form a comprehensive understanding of coworkers' success, practice the skills needed to regulate emotions, and improve their abilities to transfer envy to self-improvement motives (Yu et al., 2018).

Second, our findings demonstrate that harmoniously passionate frontline hospitality employees achieve higher levels of service performance and PCSP. To nurture employees' harmonious passion for service work, hospitality organizations could take measures to satisfy frontline employees' need for autonomy, need for competence, and need for relatedness (Vallerand et al., 2003). Fulfilling these needs can enable frontline hospitality employees to autonomously internalize their service work and actively engage in the service delivery process, which in turn leads to superior service quality (Wu et al., 2020).

Finally, our results show that compared with those high in CSE, employees low in CSE suffer more from coworker envy. Hence, hospitality organizations need pay special attention to frontline hospitality employees with low CSE. When they become the targets of coworker envy, hospitality organizations should give them sufficient support (e.g., psychological counseling) to help alleviate the unfavorable experience of being envied. Moreover, managers could communicate with these employees about how to reappraise coworker envy and provide positive feedback on their service achievements.

5.3 Limitations and future research directions

Despite the above implications, our study has several limitations. First, our results might be affected by common method variance because we asked employees to self-report their perceptions of being envied by coworkers, CSE, and harmonious passion for work. However, we performed factor analysis and construct validity tests to assess the influence of common method variance, and the results showed that common method variance was unlikely to bias our results. Nevertheless, future studies could use longitudinal or experimental research designs to confirm our findings.

Second, our data from Chinese hospitality organizations may restrict the generalizability of our findings. Due to the emphasis on collectivism in Chinese culture (Hofstede et al., 2010), Chinese employees often place a high value on harmonious interpersonal relationships. They are thus prone to be seriously



influenced by coworker envy. Hence, we urge future studies to cross-validate our results with samples from different cultural contexts.

Finally, we encourage future studies to integrate coworker envy within other theoretical frameworks to explore additional mediating mechanisms underlying the above relationship. For example, conservation of resources theory argues that individuals who have lost resources seek to preserve their remaining resources (Hobfoll, 1989). When facing coworker envy, envied employees are likely to experience ego depletion because they need to devote time and effort to coping with the hostility of envious coworkers. As a result, these employees may not have sufficient resources to engage in PCSP, leading to low levels of PCSP. Future studies could investigate whether ego depletion mediates the influence on PCSP of being envied by coworkers.

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Table 1 Model fit results for CFA.

Model χ^2 df TLI CFI RMSEA **The baseline model (five-factor model)** 923.22 580 .93 .93 .05 **Four-factor model 1:**

Being envied by coworkers and harmonious passion for work were combined into one factor **Four-factor model 2:**

Being envied by coworkers and CSE were combined into one factor **Two-factor model:**
Being envied by coworkers, harmonious passion for work, service performance, and PCSP were combined into one factor

Four-factor model 3:
Harmonious passion for work and service performance were combined into one factor 1469.34 584 .82 .83 .09 1504.06 584 .81 .82

Four-factor model 4: .09 1677.69 584 .77 .79 .10 1668.77 584 .78

Harmonious passion for work and PCSP were combined into one factor .79 .10

Three-factor model: 2214.21 587 .67 .69 .12 2754.73 589 .56 .58
.14

Harmonious passion for work, service

All variables were combined into one factor 3203.98 590 .46 .50 .15 Notes: $N = 202$; TLI = Tucker-Lewis index; CFI = comparative fit index; RMSEA = root-mean-square error of approximation.

Table 2 Descriptive statistics and correlations.

Variables Mean SD 1 2 3 4 5 6 7 8 9 10 11 12 13

1. Gender	1.56	.50	1.00											
2. Age	31.44	12.10	-.03	1.00										
3. Education	1.64	.73	-.07	-.24**	1.00									
4. Tenure	3.26	4.07	-.03	.51**	.00	1.00								
5. Hotel 1	.39	.49	.05	-.11	-.12	-.32**	1.00							
6. Hotel 2	.10	.31	-.03	-.02	.23**	-.10	-.27**	1.00						
7. Hotel 3	.24	.43	.00	.05	.05	.43**	-.45**	-.19**	1.00					
8. Hotel 4	.14	.35	.12	.33**	-.18*	.13	-.32**	-.14	-.22**	1.00				
9. Being envied by coworkers for work	2.26	1.11	-.05	-.10	-.03	.05	.08	-.09	.03	-.06	(.92)	10. Harmonious passion		
10. Harmonious passion for work	3.82	.74	.07	.06	.08	.01	.02	-.03	.01	-.08	-.23**	(.82)	11. Service performance	
11. Service performance	4.02	.67	.07	.11	.11	.13	-.14*	-.23**	.20**	.18*	-.15*	.36**	(.79)	12. PCSP
12. PCSP	3.71	.69	.06	.17*	.04	.27**	-.06	-.29**	.12	.24**	-.20**	.29**	.54**	(.77)
13. CSE	3.81	.61	.04	.01	.12	.04	.00	.05	.06	-.20**	-.02	.40**	.09	.13
14. CSE														(.88)

Notes: $N = 202$; ** $p < .01$ (two-tailed), * $p < .05$ (two-tailed); bracketed value on the diagonal are the square root of the average variance extracted value of each scale.



Table 3 Hierarchical regression results.

Harmonious passion for work Service performance PCSP

M1 M2 M3 M4 M5 M6 M7 M8 M9 M10 M11 M12 **Control variables**

Gender .11 .09 .06 .04 .07 .06 .03 .03 .04 .03 .01 .01 Age .16 .12 .08 .05 .13 .10 .07 .06 .03 -.01 -.01 -.04
Education .12 .10 .06 .05 .21** .20** .17* .17* .15* .14* .12 .11 Tenure -.05 -.01 -.02 -.01 -.07 -.05 -.05
-.04 .20 .24** .21* .24**

Hotel 1 -.11 -.09 -.04 -.02 -.07 -.05 -.03 -.02 .03 .06 .07 .08 Hotel 2 -.13 -.14 -.11 -.09 -.24** -.25** -.20*
-.20* -.26** -.26** -.22** -.23** Hotel 3 -.10 -.10 -.06 -.04 .17 .17 .21* .21* .04 .04 .06 .06 Hotel 4 -.19
-.19 -.08 -.08 .16 .16 .23* .22* .21* .21* .26** .25* **Independent variable**

Being envied by coworkers -.23** -.22** -.23** -.14* -.07 -.22** -.16* **Mediator**

Harmonious passion for work .35** .34** .29** .25** **Moderator**

CSE .38** .34**

Interaction

Being envied by coworkers ×

CSE .22**

R².04 .09 .22 .27 .16 .18 .28 .28 .19 .24 .27 .30 ΔR².04 .05 .13 .05 .16 .02 .12 .10 .19 .05 .08 .06 F 1.01
2.12* 5.52** 6.38** 4.55** 4.63** 8.18** 7.47** 5.74** 6.68** 7.97** 8.03** Notes: N = 202; ** $p < .01$ (two-tailed), * $p < .05$ (two-tailed).

Table 4 PROCESS results.

Harmonious

passion for work

Service

performance PCSP

M13 M14 M15

Control variables

Gender .06 (.10) .03 (.08) .01 (.09) Age .00 (.01) .00 (.00) .00 (.00) Education .05 (.07) .16* (.06) .11 (.06)
Tenure .00 (.02) -.01 (.01) .04** (.01) Hotel 1 -.02 (.15) -.03 (.14) .11 (.14) Hotel 2 -.22 (.20) -.43* (.18)
-.52** (.18) Hotel 3 -.06 (.17) .32* (.15) .10 (.16) Hotel 4 -.17 (.20) .43* (.18) .51** (.18) **Independent**

variable

Being envied by coworkers -.16** (.04) -.04 (.04) -.10* (.04) **Mediator**

Harmonious passion for work .30** (.06) .23** (.06) **Moderator**

CSE .41** (.08)

Interaction

Being envied by coworkers × CSE .21** (.06)

R².27 .28 .30 F 6.38** 7.47** 8.03** Notes: N = 202; ** $p < .01$ (two-tailed), * $p < .05$ (two-tailed).



Table 5 Conditional indirect effects of being envied by coworkers on service performance and PCSP via harmonious passion for work at ± 1 SD of CSE.

	Effect (SE)	Boot LL 95% CI	Boot UL 95% CI
Service performance			
Low CSE (-1 SD)	-.09 (.03)	-.1437	-.0297
Mean CSE	-.05 (.02)	-.0941	-.0114
High CSE (+1 SD)	-.01 (.02)	-.0644	.0312
PCSP			
Low CSE (-1 SD)	-.07 (.03)	-.1183	-.0161
Mean CSE	-.04 (.02)	-.0738	-.0071
High CSE (+1 SD)	-.01 (.02)	-.0498	.0270

Notes: $N = 202$; Bootstrap sample size = 5,000; Bootstrapped estimates for standard errors are shown in parentheses; LL = lower limit; UL = upper limit; CI = confidence interval

Being envied by coworkers
CSE
Service performance
Harmonious passion for work
PCSP
Figure 1 Hypothesized model

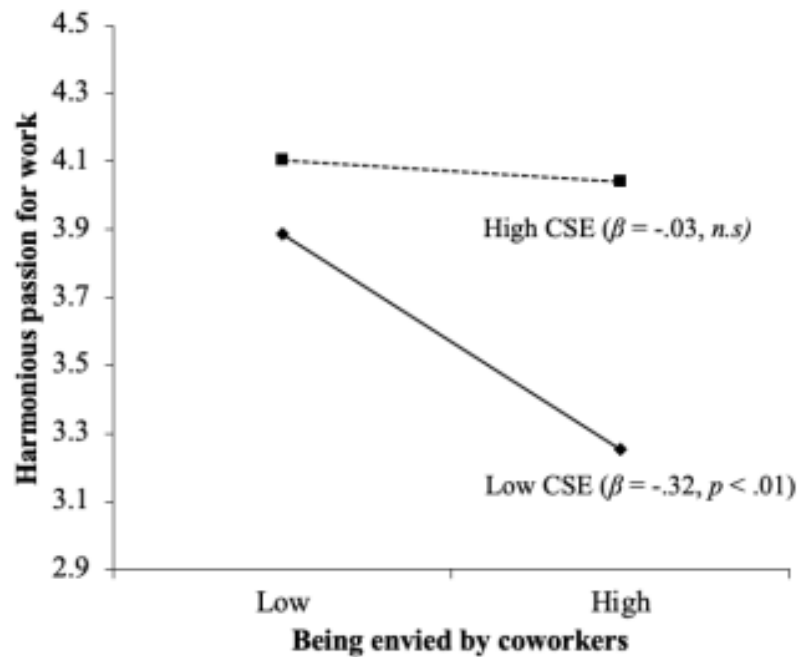


Figure 2 The interactive effect of being envied by coworkers and CSE on harmonious passion for work



Title: Feedback and Evaluations on the Introduction of Restaurant Service Robots in South Florida: A Multiple-Case Study

Authors: Ye Tian and Jinlin Zhao

Abstract: The tourism and hospitality industry in South Florida was heavily battered by the unprecedented COVID-19 pandemic at the beginning of 2020. Restaurant owners suffered a severe labor shortage after a temporary shutdown when they reopened their businesses. As a result, some of them had introduced restaurant service robots for remediation. Using a multiple-case study as a research method, this study interviewed the owners and the management-level employees of six restaurants adopting service robots in the three counties of the Miami Metropolitan Area. The feedback is analyzed and assessed to extract the factors affecting their satisfaction and the potential needs for further robotic implementation, which in turn provides recommendations for robot manufacturers to develop more marketable products in the future.

Key words: Service robots; restaurants; owners and management-level employees; South Florida

Type of submission: Full paper

Theme: Impactful Discoveries

Introduction

Two years ago, the outbreak of COVID-19 changed the world out of our expectations. The tourism and hospitality industry, as one of the predominant tractors of South Florida's economy, consequently suffered severe impact at the beginning of the unprecedented pandemic. According to a report from Yelp, nearly 3,000 restaurants were forced to shut down in March and April of 2020. Most of those businesses then reopened in late April or May provided take-out or delivery services only (Beckman and Morse, 2020), while a total of 417 restaurants permanently closed due to the short-term lockdown (D'oench, 2020).

In the second half of year 2020, with restaurants gradually reopening for dine-in service, owners and managers are struggling in their attempt to call back their employees who were previously furloughed, as well as to hire new workers (Virji, 2020). Munificent unemployment benefits and, most importantly, fear of contracting COVID-19 undermined the motivation of returning to work. Additionally, numerous workers have quit the restaurant business to seek careers elsewhere (Littman, 2021) due to increased levels of abuse from managers and occasionally but hard-to-take stress from screaming and aggressive customers (Hartmans, 2022), which rapidly evaporated the talent pool of the food and beverage industry.

Facing such a knotty problem of labor shortage which is likely to continue until at least 2023 (Behr, 2022), some owners and managers had reduced opening hours, closed one or two days a week, and relied on overdrawn staffs, while some had resorted to service robots assisting servers by either running dishes or bussing tables.



As this latter trend spreads, studies sprung up one after another focusing on customers' intention and satisfaction to use restaurant robots. However, few research papers have discussed the Pros and Cons of those robots from the perspectives of practitioners, especially business owners and management-level employees.

Using a multiple-case study approach, this study interviewed six different types of restaurants in the Miami Metropolitan Area - one in Miami-Dade County, two in Broward County, and three in Palm Beach County, respectively. This study analyzes and presents the feedback of those owners and managers in order to find the factors that affect employers' and employees' satisfaction with the utilization of service robots. Furthermore, the result of the study helps service robot manufacturers gain a better understanding of practitioners' needs in the food and beverage industry so that they can keep exploring and developing more marketable products.

Literature review

Service robots in restaurants

Service robots are defined as "autonomous intelligence that assists service providers and tourists with their professional or personal goals" (Park, 2020). In the food and beverage industry, robots can be used for various purposes of operations such as working hosts, food runners, bartenders, cashiers, waiters, and even chefs (Berezina et al., 2019). Similarly, Eksiri and Kimura (2015) indicated that robots should be used for serving food and drinks, reception, guiding customers to the tables, etc.

The topic that the introduction of service robots brings benefits to the restaurant business has been discussed in many studies. For example, Berezina et al. (2019) found that the adoption of service robots improves productivity in a restaurant; Seyitoğlu and Ivanov (2021) reported that service robots can be used as a tool for physical distancing during the COVID-19 pandemic; Shimmura et al. (2020) showed that the introduction enhances both labor productivity and service quality, meanwhile, decreases the staff working hours; Seyitoğlu et al. (2021) claimed that robots as restaurant employees save on labor costs; and Park and Lehto (2022) indicated that service automation has a significant financial benefit to service providers. Other characteristics of service robots were also explored and discussed by scholars, such as Morita et al. (2018) on the entertainment value of service robots to customers (Hwang et al., 2022), and Lv et al. (2022) on the impact of the appearance of robots on customers' intentions to adopt AI applications. As a result, many restaurants around the world have deployed service robots during the COVID-19 pandemic (Tussyadiah, 2020). The introduction of service robots drives positive evaluations and consumption outcomes. (Liu et al., 2022)

However, according to previous studies, factors such as the perceived usefulness of the renowned Technology Acceptance Model theory (Davis, 1985) bear a strong influence on people's evaluations of the service experience (El-Said and Hajri, 2022). Besides, the perceived appropriateness of robots for implementing particular tasks is also an important factor that is directly connected to the intentions to adopt robots (Ivanov and Webster, 2019). For example, Ivanov and Webster (2019) evaluated people's perceived appropriateness of robot use for implementing tasks in restaurants.



Many employers have introduced service robots to their restaurants since the outbreak of COVID-19. What do they think about the use of robots in restaurants? With great curiosity, this paper investigates and assesses (Blöcher and Alt, 2020) the application of service robots in South Florida and proceeds with further consideration.

Methodology

The goal of this research is to examine the attitude of restaurant owners and managers on service robots equipped in their business premises within the Miami Metropolitan area which contains a total of three counties - Miami-Dade, Broward, and PalmBeach, respectively. Such restaurants are identified by search engines, local newspapers, and social media. As mentioned above, in order to gain more comprehensive perspectives and information, six restaurants of different types and cuisines were chosen from each county as shown below in Table 1.

Table 1. Basic Information of The Six Restaurants In The Miami Metropolitan Area

Name	Type	Cuisine	County	City	Approximate Dimension	Introduction Time	Interviewee
Restaurant A	Contemporary Casual	Thai & Japanese	Palm Beach	Delray Beach	3,000-4,000 Sq Ft	February, 2022	Supervisor
Restaurant B	Fast Casual	Healthy Asian Bowl	Palm Beach	Boca Raton	2,000-2,500 Sq Ft	December, 2021	Manager
Restaurant C	Fast Food	Burger	Palm Beach	Jupiter	3,000-3,500 Sq Ft	February, 2022	Manager
Restaurant D	Casual Dining	Cuban	Broward	Pembroke Pines	7,000-8,000 Sq Ft	June 9, 2021	Manager
Restaurant E	Contemporary Casual	Cajun Seafood	Broward	Hollywood	5,000-6,000 Sq Ft	July, 2020	Owner
Restaurant F	Casual & Karaoke	Chinese	Miami-Dade	Miami Lakes	4,500-5,000 Sq Ft	June, 2020	Owner

Questions regarding the service robots used by these restaurants were presented and asked to the owners and managers through face-to-face interviews. With the consent of the interviewees, the interview contents were audio-recorded only and then transcribed and organized as below.



Case 1

Restaurant A, located in Delray Beach, is a Contemporary Casual Thai and Japanese restaurant under a restaurant group with another three brands in Palm Beach County. The approximate dimension is 3,000-4,000 square feet. The robot of Restaurant A is an upright cat-shaped machine introduced in February 2022. The interviewee was the supervisor who had worked there for nearly 4 years.

According to his feedback, the robot (see Appendix 2, Fig 1) has brought the following benefits to the restaurant: First, it improved customer satisfaction by timely and stably delivering dishes without any accidents occurring, such as spilling food and drink, or intentional or unintentional food contamination by other customers. *"No accident happened so far, there are sensors on the robot, it would stop and find an alternative route if an obstacle is in its way. It runs pretty stable and no customers touch the dishes."* said the interviewee. In addition, the intelligent induction trays allow the robot to know if the delivery has been completed so that it can go back to the kitchen for the next mission; Second, besides running food and drinks, it has some unique features compared with other basic models of service robots: the "cat face" area is a touchscreen which can display a variety of facial expressions under standby mode. There are two "cat ears" with sensors on the top of the screen and the robot would "Meow" if the ears are touched by customers. It can sing "Happy Birthday" songs and advertise dishes by showcasing pictures and descriptions of popular items on or off the menu. These cute and novel features increase restaurant traffic, especially families with kids, when it was first introduced. The restaurant received calls from the customers asking for robot service a few times a week since the restaurant advertised on some local news media and its own social media; Third, the robot brought great help for the incumbent employees by carrying 5 to 6 dishes at a time depending on different sizes of the dishware. The restaurant had 4 bussers before introducing the robot, now it only needs 2 part-time bussers. As a result, the company's labor costs were greatly saved; Fourth, compared to human employees, robot can operate continuously throughout the working day as long as it is fully charged overnight. It does not complain and never be emotional. Further, it does not cause any issues due to the simplicity of operation and maintenance.

Nevertheless, the interviewee also noted the following shortcomings of the robot: First, it cannot interact with customers like a human due to the current limitations of Artificial Intelligence; Second, it lacks agility to get through some narrow and tight spaces, a few servers complained that it was a little slow during peak hours; Third, occasional errors and glitches with pathing did occur.

Case 2

Restaurant B, located in Boca Raton, is a Fast Casual dining Asian fusion restaurant specializing in healthy Asian Bowls. It is under the same restaurant group as Restaurant A in Palm Beach County. The approximate dimension is 2,000-2,500 square feet. One ordering procedure is like ordering a



sandwich at the deli department of a supermarket: customers first select what types of rice or noodles they like, then select proteins, sauces, sides, and drinks sequentially over the service counter. The other way to order is a la carte, and menus are provided at the cashier register. No matter which services they choose, customers have to make the payment in advance and take a plastic stand with the order number so that the server knows where to send the robot when the order is ready.

The robot was introduced in December 2021. The model is identical to that of Restaurant A. The interviewee was the general manager of the restaurant. According to his feedback, the robot benefits the business in the following aspects: First, it reduced workloads for the servers who consequently can stay inside the service station without running dishes. With its stable movement, even hot soups can be delivered as long as the kitchen does not fill the soups too high in the bowl; Second, it attracted more business, especially families with kids, at the beginning of the year when the restaurant first opened. About 2 to 3 calls per day were received asking for robot service. Even on the day of the interview, a mother with her two teenage daughters came in to order just because they heard of the robot service available there (see Appendix 2, Fig. 2); Third, the robot creates a more fun atmosphere. For example, it can “Meow” like a cat if customers pat on its ears (same feature as described in Case 1), and sing “Happy Birthday” songs in different languages such as English and Spanish, as well as any other songs manually stored in the system.

On the other hand, accidents and trivial problems did exist: First, the restaurant does not have a host or a hostess assigning tables for the customers, which is similar to fast food chain restaurants such as Chipotle or Subway. Sometimes customers change tables while they are waiting for their food, in that case, the order would be delivered to the originally assigned table, but the customers were not there anymore, so a human staff has to intervene to assist under such circumstances. Moreover, although the robot has 4trayson it, it now only delivers for one table at a time instead of multi-stop delivery since customers may be confused and take wrong orders from the robot. Third, customers and employees are generally satisfied with this new technology, while the only misgiving was that people wondered: Will this robot replace human in the future?

Case 3

Restaurant C, located in City of Jupiter in Palm Beach County, is under a famous local hamburger restaurant franchise brand. The approximate dimension is 3,000 to 3,500square feet. The robot is introduced in February 2022. The interviewee, who is the general manager of the store, indicated the benefits the robot brought to the restaurant as follows: The company wanted to work with this brand new product specifically working for front of the house service team members and for marketing purposes. Apparently, interms of marketing, it had been very successful to spread the words out at the beginning of the first two months. The restaurant received about 3 calls a week asking if the robot was working on that day. Young kids and old people thought it was cool to



have a robot in the restaurant. Besides, it worked as a busser helping to take back large amounts of dirty dishes.

However, the manager and the employees seem to be somewhat unsatisfied with their new coworker: First, because it is a fast food restaurant that does not have a host to assign tables for the customers, and the dining section layout was designed as an L-shape, employees working in the service station are not able to overlook the whole dining area so that they have to come out of the station to see where the customer is before sending out the robot. Here is what the manager complained and suggested: *“The technology for this company for the delivery service itself is lacking, it needs to be a little bit more direct, so when the guest comes in, say, because we give tables numbers, and if we know the table number and it has some sort of locator, we can actually send it out, instead of us coming out looking to see where the guest is and going back, and then delivery. So you are doing two things when you can just walk right out and deliver the guest their food.”* Second, the robot can deliver to different stops, but the path set by the induction tiles attached to the ceiling is only where the robot can go (see Appendix 3, Fig. 7), so neither does it go to the outdoor tables nor goes to any other tables close to the walls. So the technology is there, but it is not as efficient as it should be; Third, a human worker has to follow it around and put food on it since it does not have any arms. In addition, the robot does not have cutting-edge features such as induction trays which allow it to know if the delivery has been completed - a server has to click the button on the touchscreen to send it back to the kitchen; Fourth, sometimes the robot malfunction and does not come off the charging station (see Appendix 2, Fig. 3), so the manager has to take time to deal with the manufacturer in order to fix the problem.

Therefore, Restaurant C has a negative attitude toward the service robot in general. As described by the general manager, the robot is still a prototype which is redundant for the team, the restaurant staffs can do the work without it.

Case 4

Restaurant D, a casual Cuban restaurant which is part of a company with more than ten locations in the Miami Metropolitan Area, is the largest one among these interviewed restaurants. It is located in City of Pembroke Pines in Broward County with a dimension of about 8,000 square feet. The robot (see Appendix 2, Fig. 4) was introduced in June 2021.

According to the general manager who was interviewed, servers and customers love this novel service style and no complaints at all have been made by anyone over the service robot.

The benefits it brought are: First, it helped to run dishes and set servers free from walking too many steps so that they could take care of more tables and focus on communicating with the customers; Second, besides saving time for the servers, it saved labor costs for the restaurant as well, especially during the pandemic when it was extremely difficult to find workers even with increased wages, health care plans, and 401k. The restaurant does not need extra food runners on weekdays since the first day they implemented the robotic service; Third, it attracted more



customers at the beginning because the CEO of the restaurant group was interviewed by several influential media such as The New York Times and Fox News. The media played a big role in spreading this information and attracting traffic. The restaurant sometimes received calls more than 10 times a day asking for robotic service.

Case 5

Restaurant E is a 6,000 square foot contemporary casual Cajun Seafood restaurant located in Hollywood in Broward County. In July 2020, just three months after the COVID-19 outbreak, it became one of the first restaurants to launch service robots - not only one robot but three. One worked as a host and the other two (see Appendix 2, Fig5) worked as food runners. However, the host robot did not last long due to its limited practical value - guests preferred to communicate with human staffs once they entered the restaurant, while a restaurant service robot's AI technology is not "intelligent" enough to handle any complex request yet.

According to the restaurant owner, who was the interviewee, he benefits from the service robots in the following ways: First, with excellent advertising effect, they helped a lot in attracting new customers at the beginning since the restaurant was interviewed by 5 local TV stations such as FOX News and Yahoo. Sales consequently increased by approximately 30% in the first month compared with the same period last year, and the increasing trend continued for four to five months; Second, unlike human employees, they never complain or get emotional.

Nonetheless, the owner's overall evaluation was negative: First, the robots are not completely automatic and manual instructions are required for each step of the operation. For example, as an old version product of the manufacturer, neither of them is equipped with intelligent induction trays allowing the robot to know if the delivery has been completed. Servers have to click the button on the touchscreen to send them back to the kitchen; Second, their inefficient performance during peak hours is due to their slow movement and torpid reaction - the front sensor's range is not wide enough to detect obstacles, causing them to occasionally bump into guests. Third, customers and employees were generally satisfied with the new tech at the beginning, but now they are used to it. The bonus period of the service robot is over.

Case 6

As a Chinese and Karaoke restaurant located in City of Miami Lakes in Miami-Dade County, Restaurant F launched its service robots in June 2020, which is the first restaurant to introduce service robots after the COVID-19 outbreak among these six interviewees. Because of its plenty of space (around 5,000 square feet), it had three robots at the beginning: one worked as a host, one delivered drinks from the full bar and one worked as a food runner (see Appendix 2, Fig 6). For the same reason as Restaurant E, it quickly abandoned the host robot, whereas the reason for abandoning the robot running drinks was that the bar is close to the dining area, and the human servers can do the work easily, which made a robot there practically and financially redundant.



The benefits the service robot brought to the restaurant according to the owner are: First, it is undoubtedly helpful for the servers, especially during peak hours. Before the adoption of the robot, a server had to walk approximately 20,000 steps per day since it is a long way from the kitchen to the dining area. Now servers are free from exhausting and reciprocating trips, and can focus more on interacting with customers. One server with the robotic runner can easily take care of eight tables; Second, it has brought in more customers, especially local Westerners with a taste for novelty. Sales continued to rise since things customers found better than the robot are the authentic and delicious Cantonese dishes which turned them into loyal. Calls asking for robot service were still occasionally received recently. Third, the robot offers a sense of cleanliness and hygiene to customers who are very concerned about this issue during the pandemic, especially Chinese customers. Fourth, the multi-language “Happy Birthday” songs and other preprogrammed lines of conversation kept customers entertained.

The only problem was that the previously used robot occasionally bumped into customers since it was an old version product with relatively immature and inaccurate obstacle avoidance technology. But this issue was eliminated after the owner upgraded the robot to the newest version in May 2022. In short, Restaurant F embraced the robot wholeheartedly. The servers now are so dependent on their hi-tech colleague that they might even complain without it.

Results and Discussion

Table 2 summarizes and presents the Pros and Cons of the service robots adopted by the six restaurants in terms of the owners’ and managers’ answers to question 16 (see Appendix 1). It is obvious to conclude that four restaurants (Restaurant A, B, D, and F) among the respondents are holding generally positive attitudes toward the robots they are using - two of them (Restaurant D and F) even did not list any Cons, while two restaurants (Restaurant C and E) expressed their disappointment with the new technology.

Although the six respondents had different attitudes, what they had in common was that they decided to introduce them for the same reasons: One of them is the labor shortage aforementioned. Typical responses are *“Because of the Pandemic and the heavy workload, it was hard to retain servers, the robot could offer help for the current employees...”* (Restaurant A); *“Because December is the busiest month of the year, are short of staffs, the owner wanted to give the robot a try...”* (Restaurant B); and *“We failed to find workers even with increased wages, health care plans and 401k”* (Restaurant D).

The other reason mentioned by all of these restaurants is the marketing purpose. According to the feedback, the robots have attracted considerable numbers of new customers, especially at the beginning of the utilization. Their futuristic and cute appearances and other embedded AI technology features did amuse and entertain many families with young kids as well as old people, such as Restaurant A and B (*“Kids are crazy for the cat-shaped robot. It creates a more fun atmosphere”*), which results insignificantly increasing customer satisfaction and sales.



On the other hand, divergences also exist on the efficiency issue. Restaurant A, B, D, and especially F acknowledged that the robots were competent in assisting servers by delivering food. Typical responses are *"It can carry 5-6 dishes at a time depending on different sizes of the dishware..."* (Restaurant A); *"The servers are just walking way too much, what if the servers can be more with the guest and we take that hard part of doing the server's job and use robotics?..."* (Restaurant D); and *"a server had to walk about 20,000 steps per day, now they can focus more on interacting with customers..."* (Restaurant F). Restaurant C and E, however, do not deem that robots helped relieve servers from their heavy workload: *"We can do it without it. The team members have to physically come out to find out where the guest is and then go back if they use it, and put the food on the robot then send it out, but if somebody is outside or somebody is in the back tables, it is redundant, we humans are still delivering the food to the guests..."* stated the General manager of Restaurant C. As discussed in Case 3, the reason of the dissatisfaction may be that Restaurant C is a fast food chain brand with a totally different service process from a la carte restaurants. Most of the time, service staffs are staying inside the service station, no matter with or without a robot, they have to come out of the station when a delivery needs to be fulfilled, let alone the robot's occasional glitches and limited range of movement; *"It moves so slowly... it is not completely automatic... it needs human instruction for every single step... sometimes it runs into guests... we would rather run the dishes by ourselves..."* complained the owner of Restaurant E. The reason is obvious in the discussion of Case 5, the robot being used is an old generation that needs to be upgraded. Another reason could be that the signature dish of this restaurant is a huge bucket of seafood with hot and heavy sauce. In order to avoid the problem of sauce spilling and scald injury to customers, the servers would rather deliver the dishes by themselves instead of using the robot.

Table 2. Pros and Cons of The Service Robots Adopted by The Six Restaurants (According to The Owners and Management-Level Employees)

Restaurants	Pros	Cons
Restaurant A	Improves customer satisfaction Does not cause accidents and issues Cute appearance / Novelty for Children Increases traffic Great help as a food runner / Saves labor costs Doesn't complain Simplicity of operation / Little to upkeep	Cannot interact with customers (Can't serve by itself, needs server's assistant) Cannot get through tight spaces Occasional errors / glitches with pathing
Restaurant B	Reduces workloads Attracts more business	Accidents occurs / send orders to wrong tables Multiple-stop delivery function is not practical Novelty for Children / Creates a more fun atmosphere Some people worry that it will replace human job



Restaurant C	Successful for marketing purpose Kids love it Takes back large amounts of dirty dishes	Too much time and effort to find guests There is a track set up on the ceiling, are not able to deliver to the tables outside or the tables close to the walls Needs human worker's assistance Sometimes does not come off the charging station
Restaurant D	Helps the servers Saves labor costs Attracts more customers and medias Servers and customers love it	None
Restaurant E	Advertising effect Fun and novelty for kids Never complain	Not completely automatic / manual instructions are required for each step of the operation Low efficiency Slow movement and torpid reaction Bump into customers sometimes
Restaurant F	Attracts more guests Very helpful during the peak hours Clean and sanitary	None

To sum up, the original intention of introducing the robot servers was to solve the problem of labor shortage, but the effect of this new concept and the satisfaction with this solution varied among the interviewees. According to the investigation, the respondents' attitudes were influenced by factors such as service type, cuisine type, the usefulness and failure rate of new technology, and the entertainment of new technology. A consensus among them, however, is that robotic servers indeed benefit their businesses in terms of advertising, at least in the short term. All in all, the introduction of service robots to some extent generates a positive effect on certain restaurants in the Miami Metropolitan Area during the pandemic.

Practical implications

The findings of this study provide several suggestions for restaurants in the Miami Metropolitan Area before implementing robotic services in an effort to increase employer and management satisfaction, meanwhile, to stimulate robot manufacturers to explore and develop more practical functions for their future products.

First, from a marketing point of view, restaurant service robots can still be used as a selling point to attract customers in South Florida since after all there are not too many restaurants using robots hitherto. In order to increase traffic, especially for families with kids, restaurants are



encouraged to introduce robots with warm and amiable appearances, such as cats, dogs, rabbits, or any other cute animal images; robots with other amusing functions, for example, singing multi-language songs, telling jokes, or advertising dishes with their large touchscreens, are also recommended.

Second, Restaurants that are willing to introduce service robots better have enough space. One reason is to save reciprocating trips for servers, the value of a robotic food runner is reflected in its indefatigable movement over long distance between kitchen and dining area; the other reason is to avoid traffic congestion in the hallway during peak hours.

Third, Fast food restaurants are not suitable to use service robots. Because customers are not looking for outstanding or even standard services in such types of restaurants. In most cases, customers would just wait before the service station for a while after ordering and then take their food to the table by themselves. This simple buy-and-go process makes them feel “fast”, which saves them both time and money (there is no need to pay tip for anyone). So it is not quite necessary to upgrade to robotic service. Besides, there are no hosts and servers for such restaurants, so it is challenging to know which table customers sit at. Orders can be easily delivered to the wrong table, unless the store is small and the staff in the service station had an unobstructed view of all the tables or there is a locator on the order number plate given to the customers after they order, which can help the robot more precisely position the customers. In addition, the robot introduced to a fast food restaurant would be better equipped with intelligent induction trays which allow the robot to know if the delivery has been completed and then automatically return to the service station for the next mission.

Fourth, it is better to introduce a robot that does not need to install induction tiles on the ceilings to set the robot's movement path, otherwise, the path is too fixed and limited without flexibility, especially for those restaurants with outdoor patios. In order to increase flexibility, it is necessary to choose a new generation robot that can set its path freely on the ground both indoors and outdoors.

Fifth, robot manufacturers should develop new products with remote controls to make it easier for restaurant workers to handle deliveries. For example, if an order is sent to a wrong table or a dish is forgotten to be placed on the robot after it is set off from kitchen, a server or a chef could simply switch it to another table or call it back. In that case, time to remediate service failure and more steps could be saved for the restaurant staffs.

Limitations and future research

This study has several limitations, which points out the direction for future research. First, the sample of this study did not include all the robot-introduced restaurants in south Florida, thus the limited sample size (only six restaurants) may not generate universal results and conclusions. Future research may expend the sample size by investigating other businesses



deploying robotic services in the Miami Metropolitan Area or such restaurants in other states or countries, to explore and collect various insights from their owners or managers. Additionally, the interviews and observations were collected between 2 pm and 5 pm which was the slowest time of the day for a restaurant, thus it failed to obtain a deeper and more thorough view of the performance of the robot during peak hours. Future studies may extend the duration of the interviews in order to observe more vivid practical service encounters when the restaurants are filled with customers. Finally, this study did not request any specific financial data such as daily sales. How the total workloads of each restaurant affect the performance of the robot and the perception of the owners and employees, and how the adoption of the robot impacts monthly sales and labor costs, require further investigation.

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Appendix 1. Interview questions

To Restaurant owners and managers

1. What is the square footage of the restaurant?
2. When did you introduce the robot server to your restaurant? 3. Why did you want to have them?
4. Does it deliver both food and drink or only food? What other features does it have other than running food?
5. How long could one keep running after fully charged? 6. Was it as efficient during peak hours as of -peak hours? 7. Who is in charge of placing the dishes onto the tray of the robot? (Chefs? Servers? Or Expos?) Who is in charge of moving the dishes from the robot to customers table? (Customers themselves or servers)
8. Was there any labor cost savings after using the robot? 9. Did it contribute to stop the spread of the virus? Is it 100% non-contact when serving/interacting with the customer?
10. Did it increase restaurant traffic? Were there any new diners being attracted to the restaurant just because of the robot?
11. Were there any accidents caused by the robot? Such as sending the order to the wrong table? Or spilling drinks or food on the floor? Were there any intentional or unintentional food contamination by other customers while delivering? If yes, how often did it happen?
12. Are the customers satisfied with the services provided by a robot? Are they willing to tip more? What other feedback do they have?
13. Are the servers and managers satisfied with the robot? Does robot help servers earn more during shifts? Or do they have any complains?
14. Was there a significant sales increase after the introduction of the robot?
15. How much is it? Do you rent it or buy it out? What percentage of the total cost is it?
16. What are your thoughts as a manager/owner on adopting a robot server/food-runner so far?
What are its Pros and Cons?

Appendix 2. Pictures of the robots



Fig. 1. Service robot at Restaurant A

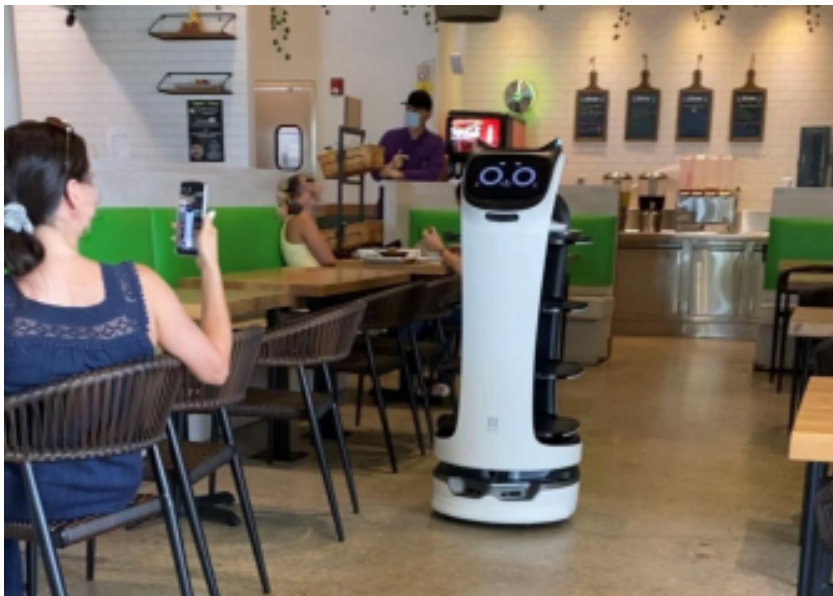


Fig. 2. Service robot at Restaurant B



Fig. 3. Service robot at Restaurant C that can not come off the charging station



Fig. 4. Service robot at Restaurant D



Fig. 5. Two food runner robots at Restaurant E



Fig. 6. Service robot at Restaurant F

Appendix 3. Pictures of the induction tiles attached to the ceiling



Fig. 7. Restaurant C Fig. 8. Restaurant E Fig. 9. Restaurant F



Day 2

Title: Rural Tourism Travel Intention as an Aftermath of the Covid-19 Pandemic

Authors: Nikol Lopez-Llantuy

Abstract: The tourism industry has been affected greatly by the COVID-19 pandemic. Therefore, governments, destinations and tourism organizations are looking for feasible alternatives that promote recovery, especially in the most affected areas. In addition, as a result of the pandemic, there has been an increase in the interest and demand for outdoor activities and not crowded touristic places. As Rural tourism (RT) possesses those features, it could be seen as a light of hope needed for the industry to face the new normal era. Nevertheless, research in RT is limited. Hence, there is a need to analyze what is the real travel intention of tourists to rural destinations so stakeholders are able to forecast tendencies and take advantage of the current scenario to benefit the recovery and growth of the tourism industry.

Keywords: COVID-19, Rural tourism, travel intention

Type of submission: Working-paper and poster

Theme: A New Beginning for Hospitality and Tourism Research

Introduction

The COVID-19 pandemic has influenced tourism negatively around the world. As stated by US Travel (2021), in 2020, there was a 42% decline in travel spending in USA compared to 2019, representing \$492 billion in cumulative losses for the U.S. travel economy. As the industry was severely affected in terms of revenue, demand, and high operation costs (Silva, 2021), it aims to find a solution that allows faster recovery and promotes safety.

The United Nations World Tourism Organization (UNWTO) (2020) considered that RT development could be a very meaningful mean to prompt economic recovery. This statement is supported by media reports claiming that RT destinations, such as Rural Nevada, Wyoming, or West Virginia, have experienced a surge in demand (Ives, 2020; Velotta, 2020; Anderson, 2020,) implying that Covid-19 might have positive implications in relation to RT activities.

As RT is seen as an opportunity to achieve fast recovery, promote rural development and presents other social and environmental benefits, this study will focus on different constructs that have an impact on travel intention. Based on previous literature, the constructs that will be used to determine RT travel intention are: a) motivation (Scheffman & Kanuk, 2004), b) perceived risk (Zhu & Deng, 2020; Chi, 2022) and c) destination image (Chaulagain, et al. 2019).

Even though interest in RT has increased during the last decades, the scholarship developed is limited. More specifically, studies about motivations (Yun et al., 2016), destination image (Chaulagain, et al., 2019) and perceived risk are scant (Zheng & Deng, 2020). For that reason, his study aims to analyze the current travel intention to rural destinations as a result of the COVID-19 pandemic. This study is important since domestic travel and outdoor activities related to RT, are now a more important

focus for different destinations and the industry in general. Therefore, this study is significant since travel has been redefined (Fletcher, 2022) and there has been an increase in demand for tourism in rural areas because those areas performed better than most urban destinations (Glusac, 2020).

Methodology

The proposed study will use a quantitative research approach to gather visitors' perspectives regarding their travel intention to rural destinations. This approach will allow the researchers to predict rural destination travel intention of tourists, as an aftermath of the pandemic, and furthermore will merge and extend previous theories related to travel intention that include motivation, perceived risk and destination image as latent constructs (Newman et al., 2003).

Proposed model

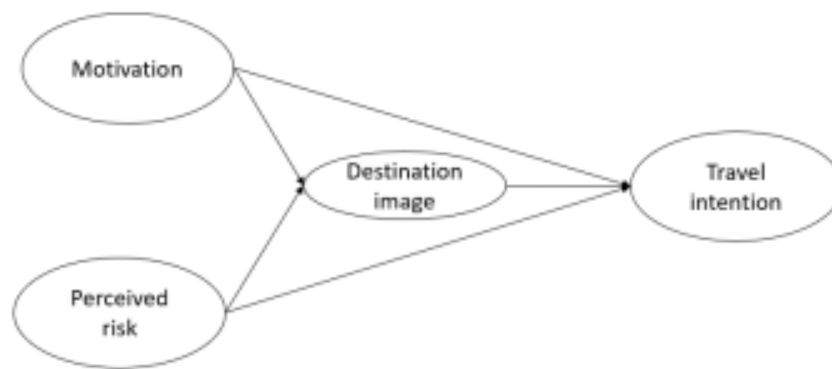


Figure 1. *Proposed model*

Research design

This study will use a survey as the instrument to collect responses. A self administered survey will be selected since it allows researchers to explain the relationships found among several variables, provide information related to behavior, reduce researcher bias, and are more time efficient. The study will take advantage of new technological tools such as online surveys, since they will provide direct and descriptive data from a large sample that is geographically dispersed (Creswell & Creswell, 2018).

The survey questionnaire will use a 5-point Likert scale for the three variables used. First, motivation will be measured using the scale developed by Rid et al. (2014) that includes four dimensions: heritage and nature, Authentic rural experience, Learning and Sun and beach. Perceived risk will be measured based on the scale developed by Zhang, et al. (2021), which dimensions are Financial, Time-Loss, Physical and Psychosocial risk. Finally, destination image will be measured using an adapted survey provided by Lee, et al. (2005) that includes service quality, affect, tourist satisfaction,



willingness to recommend, attractions, comfort, value for money and exotic atmosphere.

Sampling and Data collection

This research will use random sampling to determine their intention to travel to rural destinations. The criteria for the sampling will be people who live in the United States, are over 18 years old and have traveled or planned to travel in the previous 12 months.

First, the study will perform a pilot test with 10% of the 434 participants needed for the study (Analytics Calculators, 2022; Connelly, 2008) to assure the questions' clarity, validity and reliability and will include the Cronbach alpha test, and analysis of content validity. The survey will be created and distributed using Qualtrics and social media to collect data from a diverse population and obtain a high response rate.

Data analysis

This research will use Confirmatory Factor Analysis (CFA) in Mplus software and Structural Equation Model (SEM). First, the study will use CFA to evaluate the measurement model and include appropriate reliability and validity tests. The next step will use SEM to test the relationships presented in the hypothesis and the model proposed (Lee et al., 2019).

Expected implications

The findings of this study are expected to contribute both in theory and practice. In terms of theory this study will reduce the gap in research related to the studies of rural tourism travel intention after the pandemic. More specifically, this research aims to expand the consumer behavior, perceived risk and destination image theories by merging those theories to use multiple variables in the same model to obtain a more comprehensive understanding of rural travel intention.

Regarding practical implications, this investigation will contribute to the development of specific strategies that Destination Management Organizations (DMOs), business owners and policymakers can develop from the analysis of the findings and take advantage of the current increased popularity of RT. Finally, this study will provide information that allows stakeholders to develop marketing strategies and strategic plans that stimulate the industry's recovery and achieve rural development in general. The quantitative post-positivism approach used in this study will offer an objective analysis that in addition to providing a better perspective of the current reality of rural tourism, will also provide information that will allow researchers and the audience to benefit from it.

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Title: VFR Experience of Vietnamese Migrant Women in Korea: Constraints and Facilitators

Authors: Hyokyung Kim, Haeri Jang, Jurak Kim, Yim King Penny Wan and Suh-Hee Choi

Abstract: This study focuses on Vietnamese marriage migrant women in Korea and their VFR experiences as both hosts and guests in Korea and Vietnam. Three levels of constraints and facilitators from Crawford et al. (1991) were applied to explain intrapersonal, interpersonal, and structural constraints and facilitators of visiting and hosting experiences. Findings from 20 interviews revealed that the migrants' knowledge and personal time constraints were intrapersonal factors. Health conditions and interventions of the family members affected their VFR experience at the interpersonal level. Structurally, visa restrictions, vacation, and working hours were pointed out. This study helps to better understand marriage migrant women's tourism, especially in the context of VFR, and further highlights their mixed identities as hosts and guests.

Keywords: Visiting Friends and Relatives (VFR), Vietnamese migrant women, Korea, hosting experience

Type of submission: Poster

Theme: A New Beginning for Hospitality and Tourism

INTRODUCTION

Due to the increase in global mobility, the number of foreigners living in Korea has been increasing. Most of the marriage migrant women, one of the largest migrant groups in Korea, are from Asian countries. Among them, Vietnamese marriage migrant women are not only quantitatively large in number, but they also have socio-cultural significance, affecting both their home country and Korea as a receiving country. Marriage migrant women are important social actors in that they are increasingly involved in mainstream Korean society.

In this study, we highlight the experience of Vietnamese migrant women in the context of visiting friends and relatives (VFR). VFR as well as hosting VFR has increased internationally as long- and short-term migration, such as studying abroad, exchange programs, overseas employment, and migration, has become popular (Griffin & Dimanche, 2017). Researchers' interests in VFR have been mainly on the economic effects of VFR. On the other hand, research dealing with the role and experience of local residents as hosts of VFR tourism has not been sufficiently conducted (Backer, 2019; Shani & Uriely, 2012). This study aims to explore the differences in the patterns of VFR of Vietnamese migrant women in Vietnam and that of hosting VFR of them in Korea. In so doing, this study focuses on the facilitators and constraints that Vietnamese marriage migrant women in Korea perceive in their VFR experience.

LITERATURE REVIEW

Multi-level approaches have been widely used to systematically understand tourism constraints and facilitators. This framework can be applied to the VFR context. This multi-level framework is



conceptually grounded in the classical work of Crawford et al. (1991). Three levels were identified in their study: intrapersonal level, interpersonal level, and structural level. The intrapersonal level is related to an individual's psychological states and attributes that interact with the individual's leisure preferences. The interpersonal level is the result of interpersonal relationships. The structural level includes family lifecycle, financial situation, climate, working schedule, availability of opportunity, and social perceptions of certain activities.

The importance of VFR has not been illuminated until recently. The contribution of VFR in terms of economic, social, and cultural benefits has been recently highlighted. Scholars have pointed out that the VFR market is difficult to capture and define. Despite such challenges, VFR tourism has attracted academic attention recently and studies that have dealt with various effects of VFR have been published. It is known that VFR tourists stay longer and visit more frequently than other types of tourists. Scholars such as Backer (2012) and Ghaderi (2015) have emphasized the significant economic impacts of VFR by highlighting such traits.

More importantly, migrants are expected to play an important role in VFR hosting. Their hosting can facilitate place attachment and a sense of belonging and pride in the receiving country. Also, their hosting patterns are expected to be related to the way local people use their everyday space and influenced by their personal interests and previous leisure patterns (Choi & Fu, 2018). Those who visit acquaintances as friends or relatives tend not to recognize themselves as tourists (Larsen et al., 2007). VFR tourism has the potential to create new tourist attractions in non-touristic areas while avoiding homogeneity and superficiality that can be caused by existing tourism development (Yousuf & Backer, 2017).

METHODS

Semi-structured in-depth interviews with 20 Vietnamese marriage migrant women were conducted to identify their VFR experiences as both visitors and hosts and their facilitators and constraints. Interviewees were recruited through Multicultural Support Centers in Korea and the researchers' personal network, and snowball sampling was further used to recruit more interviewees. The interview location and language (Korean or Vietnamese) followed the interviewees' preferences so that they could engage in the interview in a comfortable environment. The interview was conducted either face-to-face or online depending on the COVID-19 pandemic situation. Each interview lasted from a minimum of 60 minutes to a maximum of 100 minutes. The interviewer asked both standardized common questions and other follow-up questions based on the interaction between the interviewer and the interviewee. All interviews were recorded and transcribed for textual analysis.

FINDINGS

Hosting Friends and Relatives in Korea

The facilitators and constraints of the hosting experience in Korea can be categorized into three



levels, following Crawford et al. (1991). At the intrapersonal level, in enhancing the hosting experiences, the interviewees expressed that their knowledge about Korea as well as the guests facilitated enhanced hosting experiences. The interviewees sometimes differentiated VF from VR based on their accumulated hosting experiences.

At the interpersonal level, most interviewees mentioned family members as facilitators and constraints at the same time. Narratives included the health conditions of the parents of Vietnamese migrant women and Korea's cold weather, among others. At the family level, the interviewees' husband and his family functioned as both constraints and facilitators for traveling.

Lastly, structural facilitators and constraints were identified. This level included the hardship of getting visas to Korea. Because it was hard for Vietnamese friends to acquire Korean visas, it was hard for them to visit their friends in Korea. Family members tended to stay longer to take care of babies and to do part-time work. When the parents or other family members stayed in Korea, time for VFR tourism was limited.

Hosting and Visiting Friends and Relatives in Vietnam

Vietnamese marriage migrants were both guests and hosts in Vietnam. Having families in both Vietnam and Korea, they were guests when they met their Vietnamese families in Vietnam; on the other hand, they were hosts in that they brought their Korean families to Vietnam and took hosting roles there.

At the intrapersonal level, the interviewees expressed constraints and specifically a lack of time to travel freely in Vietnam caused by the obligation to spend time with Vietnamese relatives during the visit. Also, Vietnamese marriage migrants had limited opportunities for visiting Vietnam. Even when they visited Vietnam, their husbands' preferences shaped the visiting pattern, functioning as interpersonal constraints.

Lastly, structural factors included 15 days of visa restrictions, limited vacations, and their work schedule. Also, the territorial shape of Vietnam and poor transportation infrastructure were identified as structural constraints.

CONCLUSION

This study highlighted the constraints and facilitators of hosting and visiting of Vietnamese marriage migrant women living in Korea in the VFR context. Findings from the interviews show that Crawford et al.'s (1991) three-level framework can be applied to understanding them. The findings from the study add to the extant knowledge about VFR in that the Vietnamese marriage migrants' experiences in both their home country and receiving country were captured from this study. Furthermore, the findings imply how the constraints can be negotiated and overcome for better VFR experiences. For example, it is clear that visa restrictions structurally caused both the hosts and the guests to have limited opportunities and time for VFR experiences. Last, this study implies that the dichotomy of hosts and guests could be blurred when the actors are migrants or are internationally



mobile. Further conceptual consideration would facilitate a better understanding of such actors with mixed roles in the VFR context.

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Title: An Evaluation Index System of Financing Risk of Tourism Enterprises in the Post-Epidemic Era—Taking Zhuhai Chimelong Resort as an Example

Authors: Xiaoyu Li, Jiahui Zhu and Ai Xu

Abstract: COVID-19 in 2020 has increased the investment risk of the tourism industry, and the difficulty of financing tourism companies has increased significantly. Tourism companies need to understand their risk factors and alter their financing concepts and models in a timely manner, to better stand in the post-epidemic era. This paper discusses the key factors of the financing risk of tourism enterprises in the post-epidemic era, and proposes a corresponding evaluation index system. Based on the questionnaire survey, the fuzzy comprehensive evaluation analysis method is used to evaluate the financing risk of Zhuhai Chimelong Resort in the post-epidemic era.



Title: Restaurant Sustainability Studies: A New Course

Authors: Christine Bergman

Abstract: The restaurant industry creates a tremendous amount of food and materials waste and carbon emissions. These companies use more water and energy than most other business sectors. Increasingly consumers and boards of directors want to know about the choices being made or not to address the sustainability of restaurant operations. To be ethical and effective, restaurant professionals need to understand the complexity of running their operations in an increasingly more sustainable fashion. A restaurant sustainability course has been created using the United Nations Sustainable Development Goals to focus all materials and assignments. In addition, the Good Practice Learning and Teaching for Sustainability Education framework was used to develop the learning outcomes for the course and to design the teaching methods.

Keywords: Sustainable, restaurant, food, undergraduate education

Type of Submission: Poster

Theme: Program design and curriculum development

Introduction

According to research by the US Department of Agriculture, in the United States the average person spent about one half of all of their money spent on food at restaurants prior to the COVID-19 pandemic (USDA 2022). This amount dropped considerably during 2020 – 2022 but is now increasing. That means both as consumers of restaurant food and as future restaurant managers we all have a significant role to play in whether restaurants treat the planet and its employees with respect.

It is estimated that the average restaurant uses 500,000 kilowatt hours of electricity, 20,000 therms of natural gas, and 800,000 gallons of water per year (Horovitz 2008). This is a greater usage of energy and greenhouse emissions than any other type of company in the retail sector. Also, restaurants, in particular quick service restaurants, create a greater amount of food and materials waste than most other retail businesses (DiPietro et al., 2013). Clearly, many choices restaurant owners and managers make have a large impact on the environmental sustainability of this industry.

People use the term sustainability to mean many different things, all the way from environmental sustainability to economic sustainability, and many other meanings in between (Legrand et al., 2017). The following are some sustainability-related buzz words used but with no agreed upon definition: three pillars of sustainability, triple bottom line, sustainable living, sustainable community, sustainable society, sustainable economy, etc. In addition, there are other related terms that are used such as green, eco-friendly, upcycled, ethical, and responsibly-made. All of these terms, including sustainable, lack definitions with foundations in the law so that brands can observe them and consumers will understand what they mean.

What should the term sustainability mean for people working in the restaurant industry. Consider the following. A sustainable restaurant whose owner and managers require that their property uses 100% renewable energy that creates no greenhouse gases, recycles most water used, produces no food or other materials as waste, purchases all food from regenerative local farms, offers flavorful



nutritious food at a price local people can afford, pays its staff a living wage, staff are treated in a respectful manner, and the company supports the wellbeing of the local community. In order to meet these requirements a restaurant manager would need to have a very wide breadth of knowledge and many skills to operate such a demanding complex business.

There are very few restaurants globally that operate in a fully sustainable fashion. The hospitality industry along with others have had a history of green-washing the sustainability of its operations (River, 2021). Marketing terms such as “green” and “earth friendly” were used to give customers a sense that a company cared about the planet and human well-being. These promises of action generally haven’t been scrutinized. This, however, is changing due to increased governmental regulations and consumer awareness of the stressors affecting humans and the planet. There is evidence that we are moving into a time of sustainability accountability.

Many consumers demand increased transparency regarding the food that they purchase (INOVA). They want to know how the production of the food purchase is impacting the environment and the people that grow and process it. They want to know about the ingredients in the food. Restaurant managers that implement sustainable practices can use their choices in their marketing materials and to increase the operations profitability by reducing water and energy usage.

In addition to the need to improve the sustainable practices of their operations, restaurant managers are currently facing many other challenges today including high operating costs, problems with employee recruitment and retention, customer demand for food with various proposed health benefits, etc. Restaurant managers clearly have very complex jobs that need to include a focus on sustainability that is much broader than just being financially sustainable.

The objective of this project was to create a course that will equip those studying to become leaders in the restaurant industry with the introductory knowledge, skills, and attitudes needed to create and manage these companies in a sustainable fashion. In this course sustainability for restaurants will mean to operate in a way that protects, preserves or restores the natural environment, promotes social equity, enhances the lives of people and communities and contributes to economic prosperity for shareholders and stakeholders. Students will learn about what restaurant managers must do to address this comprehensive definition of sustainability.

Methods

Prior to developing the Sustainable Restaurant Studies course, a literature review was performed to gain an understanding of the current challenges managers in this industry face. This was performed by searching with related key words in four databases that contain scholarly journals, newspapers, and trade journals, and by searching using the google search engine. The suitable materials identified guided the development of the course learning objectives, as well as the teaching materials. In addition, frameworks were sought for use in guiding the development of a course that is specifically focused on sustainability.

Results

Course Description



The economic, environmental and social problems facing restaurant operators that desire to manage properties sustainably will be discussed, known solutions will be evaluated, and potential new strategies for solving these problems will be explored. The problems are related to food sourcing, energy and water usage, waste management, green-certifications and social responsibility.

Course Design

The course was designed as a 300-level course at a U.S. higher education university, thus it was created for students at the level of junior or above. It is a three-credit course that is required as a component of a concentration called Innovate Restaurant Management within a B.S Degree in Hospitality Management.

Course Prerequisites

HOS 130 Fundamentals of Food and Beverage Operations
COM 101 Oral Communications

Course Frameworks

The creation of this course used the Sustainable Development Goals (SDG) as a guiding framework (Figure 1). These 17 goals agreed upon by all United Nations Member States in 2015 (United Nations 2015). These goals essentially describe a path humanity should take to achieve peace and prosperity for people and the planet, now and into the future.

The SDGs were designed to be a call for action by developed and developing countries, in partnership. The common theme in these goals is that ending poverty and other deprivations must go together with plans that improve human health and education, reduce inequality, and encourage economic growth, but at the same time reduce the causes of climate change and work to preserve our environment.

All course presentations link topics to the specific related SDGs. In addition, all of the course discussions, the case study, and final project require students to think critically about the interaction between the decisions food tourism professionals make and the degree to which their operations meets the SDG.



Figure 1. The United Nations 2030 Sustainable Development Goals (United Nations 2015).

The Good Practice Learning and Teaching for Sustainability Education framework was used to guide the development of the course materials and teaching methods for the Sustainable Restaurant Studies course (Figure 2, Holdsworth & Orana 2021). Accordingly, these materials and teaching methods needed to include: transformational learning, capability building and holistic/systemic learning.

This paper reviewing the development of a Restaurant Sustainability Studies course must be brief in nature. Thus, only one example of the use of this model will be presented here. Working with Complexity and Uncertainty as a learning outcome will be achieved with the Learning and Teaching approach of Educator as Partner in the development of students' final course project. The professor will serve as a consultant to each student group. During group meetings, the professor will review the students work and guide them in the steps needed to improve the development of their final project.



Core characteristics		Learning and teaching approaches	Learning outcomes
Transformational learning	Learner-centred practice	Reflexive/praxis orientated learning	Sustainability literacy
		Critical reflection	Systemic and holistic thinking
		Active learning (including experiential, participatory and collaborative learning)	Capability and motivation for lifelong learning
			Critical thinking
Capability building		Real issues orientation	Reflexivity
		Inquiry based learning	Interdisciplinary skills
		Self-directed learning	Futures thinking
		Educator as partner	Working with complexity and uncertainty
		Interdisciplinary learning	Values reflection and evaluation
Systemic learning		Whole systems learning	Attributes: empathy, compassion, self-motivation and sense of identity
		A focus on processes of learning	

Figure 2. Holdsworth, S. & Orana, S. (2021). Journal of Cleaner Production.

The knowledge and skills each student will need to demonstrate in the group project are described below.

Group Project Goal:

Propose a way for university students and employees to help mitigate the effects of the food choices they make while on campus on climate change.

Knowledge:

- Learn how to write an internal business proposal related to sustainability.
- Learn how to deliver effective professional presentations.
- Know what reflection means in a business context.

Skills:

- Use critical thinking skills to determine what information is needed to support a sustainability related business plan.
- Develop research skills needed to support a sustainability related business proposal.
- Use critical thinking skills to synthesize course content and information obtained from doing research to support the creation of a business plan presentation.
- Effectively work as a team member of a group to accomplish a goal.
- Practice reflecting on one's work habits, feelings, and interactions when working within a group of peers.



Undergraduate University Learning Objectives

The University Undergraduate Learning Outcomes (UULOs) define what all undergraduate students should know and be able to do when they graduate.

The particular UULOs this course addresses are as follows:

- Intellectual breadth and lifelong learning
 - Demonstrate lifelong learning skills, including the ability to place problems in personally meaningful contexts; reflect on one's own understanding; demonstrate awareness of what needs to be learned; articulate a learning plan; and act independently on the plan, using appropriate resources
- Inquiry and critical thinking
 - Access and collect the needed information from appropriate primary and secondary sources.
- Communication
 - Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.
 - Prepare and deliver effective oral presentations.
- Global/multicultural knowledge and awareness
 - Respond to diverse perspectives linked to identity, including age, ability, religion, politics, race, gender, ethnicity, and sexuality; both in American and international contexts.
 - Apply the concept of social justice.
- Citizenship and ethics
 - Explain the concept of sustainability as it impacts economic, environmental, and social concerns.

Course Learning Objectives

During this course students will have the opportunity to learn how to do each of the following:

1. Describe the timeline of the sustainability of human communities beginning with the advent of agriculture and ending with the writing of the United Nations sustainable development goals.
2. Debate the pros, and cons and controversies of the use of renewable versus nonrenewable energy sources.
3. Describe the pros, cons and controversies related to various types of agriculture production, fishing versus aquaculture and food transportation, storage, and processing.
4. Describe tools available to evaluate the energy and water efficiency of foodservice equipment and technologies.
5. Discuss the water and carbon foot prints of the USDA MyPlate food groups.
6. Develop an energy, water and supplies management program, including the setting of target goals.
7. Understand the variables needed to calculate the embodied energy used to produce eco-designed and built foodservice operations.



8. Identify reliable sources of information related to staying up-to-date on sustainable restaurant operations.
9. Discuss how to keep customers coming back by developing responsible marketing communications about an operation's certifications, and sustainable purchasing and operating practices.
10. Be aware of one's own personal social responsibility and be able to evaluate the social responsibility of a foodservice operation.

Course Required Materials

Legrand, W., Joseph, P.S. and Chen, S. (2017). Sustainability in the Hospitality Industry: Principles of Sustainable Operations. 3rd Edition. Routledge. pp. 524.

Additional course materials posted to the course learning management systems. These include scholarly journal articles, trade magazine articles, videos, interviews with food professionals, and blogs.

Course Outline

Module One: Syllabus, Course Overview and Introduction to the History of Sustainability

Module Two: Energy

Module Three: Water

Module Four: Eco-Design and Facilities Planning

Module Five: Agriculture and Food

Module Six: Agriculture and Food (Continued)

Module Seven: Waste (Food, Packaging, and Cleaning Chemicals)

Module Eight: Social Responsibility

Module Nine: Sustainability Focused Positions: Including Supply Chain Management and Eco-labels

Module Ten: Sustainable Management Programs

Module Eleven: Responsible Marketing and Branding

Module Twelve: Investing, Financing, Performing and Decision-Making in Sustainability

Module Thirteen: Externalities and Group Project

Module Fourteen: Group Project

Module Fifteen: Group Project

Module Sixteen: Final Exam

Assessments

1. **Quiz fortnightly.** Focus is on sustainability literacy.
2. **Discussion fortnightly.** Focus is on using critical thinking to make decisions related to the operation of restaurants using the most sustainable choices available.



3. **Case study.** Review a case study. Write recommendations on how the operation can create and implement a sustainable management program.
4. **Group Project.** Create an internal business plan with a focus on improving the sustainability of university foodservice operations. Students must present their thoughts effectively in writing and orally.
5. **Final Exam.** Focus is on restaurant sustainability literacy.

Conclusion

A course has been developed to educate undergraduate students to be able to address the complex choices that need to be made to create and operate restaurants that are financially successful and also positively address the needs of its local community and the environment.

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The International Society of Travel & Tourism Educators
The Future of Hospitality & Tourism / A New Beginning for
Hospitality and Tourism Research
41st (2022)



Table 1. Demographics

Gender	N	Position	N
Female	12	Full Professor	3
Male	10	Associate Professor	7
		Assistant Professor	9
Ethnicity	N	Instructor	2
Caucasian	15	Emeritus Professor	1
Asian	5		
Black	1	Age Range	
Other	1	33-74	
		Type of Institution	N
School Hierarchy	N	Private	4
Autonomous	8	Public	18
College of Business	9		
Other	5	Years in current institution	N
		1 - 5	5
Years in academia	N	6 - 10	10
10 or less	4	11 - 15	2
11- 20	11	16 - 20	3
21- 30	6	21 - 25	1
Did not respond	1	Did not respond	1



Title: Perceptions of Best Practices for Higher Education Administrators in Times of Crisis

Authors: Miranda Kitterlin, James Williams, Andrew Moreo, Lisa Cain and Tianyu Pan

Abstract: The combination of remote teaching, family care-taking responsibilities, quarantine, and massive furloughs and layoffs for faculty and students alike has arguably put hospitality and tourism educators in a uniquely challenging space. Additionally, the current COVID-19 pandemic appears to have hit female academics especially hard, with journals reporting as much as a 50% reduction in journal submissions from female authors (Kitchener, 2020). Therefore, the purpose of this study was to identify best practices for higher education administrators during times of crisis, using the case of the COVID-19 global pandemic. Qualitative analysis was performed on in-depth interviews of hospitality and tourism educators working in United States institutions. Analysis of the data resulted in four themes: Flexibility, Concern, Value, and Effective Communication. Practical and theoretical implications are discussed.

Keywords: Academic administration, Crisis management, Hospitality education, Tourism Education

Type of submission: Full paper

Introduction

At the end of March, 2020, just as many U.S. states were ordering the closure of nonessential businesses, the Harvard Gazette published the following quote by Nancy Costikyan, director of the Office of Work/Life at Harvard, "...if you remain mostly upright, you are doing it well enough" (Herpich, 2020). This framework, however, may be difficult to accept for academics, many of whom tend to suffer from over-functioning (i.e. doing more than needs to be done nor is expected) (Rockquomore, 2012).

The combination of remote teaching, family care-taking responsibilities, quarantine, and massive furloughs and layoffs for faculty and students alike has arguably put hospitality and tourism educators in a uniquely challenging space. Additionally, the current COVID-19 pandemic appears to have hit female academics especially hard, with journals reporting as much as a 50% reduction in journal submissions from female authors (Kitchener, 2020). Therefore, the purpose of this study was to identify best practices for higher education administrators during times of crisis, using the case of the COVID-19 global pandemic.

Research Questions

1. Based on faculty perceptions, what strengths were demonstrated by administrators during the COVID-19 pandemic crisis?
2. Based on faculty perceptions, what weaknesses were demonstrated by administrators during the COVID-19 pandemic crisis?
3. How did best practices for administrators evolve in higher education through the



COVID-19 pandemic era?

Literature Review

Organizational support theory

The tenets of organizational support theory (OST) explain the positive social exchange between the individual and the organization that results from a supportive organizational environment and provides the justification for how to support employees in the workplace. As employees perceive that the organization values their work and is concerned for their well-being, they in turn are motivated to contribute more to the organization's goals (Baran et al., 2012; Eisenberger et al., 1986; Eisenberger and Stinglhamber, 2011). This organizational support can manifest itself in the form of perceptions of support from the organization overall, or from a supervisor (Maertz et al., 2007). Additionally, research indicates that perceptions of organizational support work as an internal motivator, which positively influences work-life balance (McCarthy et al., 2013; Thakur & Kumar, 2015), and mitigates the negative impacts of crises (Ahmed et al., 2020). OST could alleviate upheavals that derive from major crises. When these proactive measures are implemented, administrators and/or organizational leaders could cultivate objectives that support employees' well-being and that enhance workplace morale (Blake-Beard, 2001).

Perceived Organizational and Supervisory Support

Organizational leaders establish trust when there is a perception of organizational and supervisory support (Eisenberger, & Stinglhamber, 2011). OST references positive social exchange between an individual and their organization, and this positive social exchange relies on trust as a crucial tenet (Bandura, 1977; Baran, Shanock, & Miller, 2012). Employees tend to invest their personal well-being and their collaborative ideas when they feel invested in and supported by their organization and its leaders. Organizational leaders must build a level of trust through their leadership style and/or approach to challenging situations (Eisenberger, & Stinglhamber, 2011). For example, authentic leadership utilizes trust as its bridge to fortify relationships between followers and leaders (Flammer, 2015). Trust is generated by a perception of genuine care, and in moments of crisis and/or chaos, leaders can show genuine care by providing provisions that creates a perception of support.

Effectual leadership prompts leaders to produce and to implement proactive measures that embody care for their followers (Baran, Shanock, & Miller, 2012). This is tacitly implied through safety and training programs, such as crisis management, which prepares employees and collaborative teams for environmental catastrophes or unplanned disasters (Li, Yin, Qui, & Bai, 2022). An organization should foster rules and standards that encourage a plan and contingency plans for potential crises because this approach ensures perceived organizational and supervisory support (Bandura, 1977). Crisis management focuses on managing people and processes that deal with unexpected and disruptive events that could harm the organization and its stakeholders (Blake-Beard,



2001; Israeli, Mohsin, Kumar, 2011).

Crisis Management

Crisis management is anchored in foundational principles that value key stakeholders and internal customers, so it is imperative for an organization to provide resources and to support its employees during disruptive or unexpected events (Israeli, Mohsin, Kumar, 2011; Pearson & Clair, 1998). An organizational crisis is defined as “a low probability, high-impact situation that is perceived by critical stakeholders to threaten the viability of the organization and that is subjectively experienced by these individuals as personally and socially threatening” (Pearson & Clair, 1998, p.66). An integration of psychological, sociopolitical and technological-structural perspectives represent the continuum of processes that result in the successes and failures from crisis management practices (Pearson & Clair, 1998).

Unexpected events, such as the COVID-19 pandemic could fracture relationships between employers and employees when organizations failed to build supportive and/or proactive systems that demonstrate a genuine care for its employees (Li, Yin, Qui, & Bai, 2022). COVID-19 paralyzed our world with fear (Ahmed et al., 2020), and it crippled hospitality entities and educational institutions. Hospitality and tourism academic programs were challenged with restructuring their entire instructional setups and challenged to modify their typical workday. This shifted how educators managed their personal and professional time during this unexpected crisis, and it required a paradigm shift in how organizations communicated and supported personnel (Li, Yin, Qui, & Bai, 2022). Given the importance of perceived organizational and supervisory support to achieve positive personal and organizational outcomes, coupled with the heightened need to feel these types of support during the crisis of the COVID-19 pandemic, extant literature supports an exploration of outcomes of perceived support (or lack thereof) to inform future crisis management practices in academia.

Methods

When examining a unique phenomenon, a special population, or a novel idea of research, the use of qualitative research methodologies become of paramount importance in understanding any possible cause and effect relationships and the development of valid and reliable quantitative research instruments (Achterberg & Arendt, 2008; Arendt,

Roberts, Stohbehn, Ellis, Paez, & Meyer, 2012; Curry, Nembhard, & Bradley, 2009). The value of and even the need for qualitative research has been established and used across many disciplines, including hospitality (Arendt, et al., 2012; Kwortnik, 2003; Walsh, 2003). This becomes particularly poignant when the qualitative research is designed to precede quantitative methods (Riley & Love, 2000).

The purpose of this study was to investigate the experiences of hospitality and tourism faculty in the United States in terms of the impact of the COVID-19 pandemic on them, which has ultimately



proven to be a global crisis. While global crises are not new, the COVID-19 pandemic impacted educators in unprecedented ways, forcing many drastic changes in work and life. The lived experiences of these educators can then provide insight into how they navigated the crisis, which can then inform future strategies for crisis management in higher education. The confluence of these factors and the uniqueness of the lived experience of educators during this time, indicated the appropriateness of a qualitative investigation (Poria, Reichel, & Brandt, 2010; 2011).

Sample

The sample consisted of hospitality and tourism management faculty teaching and working in the United States in Summer and Fall of 2020. As the standard for sample size in qualitative research is data saturation, the researchers concluded data collection after interviews with 22 participants, as no new concepts emerged from interviews, and thus data saturation was achieved (Morse, 2004). Participant demographics are provided in Table 1, and the sample was reflective of the population of U.S. professors as a whole (Zippia, 2022).

(Insert Table 1 here)

Data Collection

Participation was voluntary and confidential, and involved the completion of a 60minute, in-depth interview, conducted via video conference technology. This data collection approach was selected in order to reach participants across the United States, and to encourage participants to share their thoughts and experiences openly and freely.

Interview sessions were prompted by the following open-ended questions:

1. Did you feel you had enough hours in the day to accomplish everything while working remotely in quarantine? What role did your administration play in this?
2. How did this new work setup impact your work/life balance? Was it more or less satisfactory? What role did your administration play in this?
3. Do you feel you received adequate support from your organization/administration while working remotely? If not, what changes would you have liked to have seen?
4. How did you feel about communication from your organization/administration while working remotely? Was there information under- or overload?



Analysis

The video conferencing tool used to conduct and to record the interviews provided a verbatim transcription of each interaction. The transcripts were downloaded, cleaned, and compared to the audio recording, to ensure accuracy of transcription. Once the transcripts had been adequately prepared, they were distributed to all members of the research team. Researchers read and independently coded each interview, thus enhancing the reliability of the analysis through reflexive triangulation (Creswell & Creswell, 2017).

This process was in line with the first stage of the coding process outlined by Strauss and Corbin (1990), otherwise known as open coding of verbatim interview transcripts. Upon completion of stage one, the researchers began stage two of the process, axial coding. In this stage, the researchers were looking for any between-code relationships, which was accomplished through revisiting the data. Finally, at the conclusion of stage two, prior codes were re-evaluated and restructured as needed. During the final stage of selective coding, the core categories were identified. All differences in coding were resolved through discussion and guided by theory to reach the ultimate emergent themes in this research.

Validity and Reliability

Unlike quantitative research where there are definitive strictures for issues of validity and reliability, qualitative research is generally evaluated against the backdrop of openness in data collection and analysis (Binder, Kessler, Mair, & Stummer, 2013). This process was started through the implementation of a pilot study and subsequent incorporation of the feedback into the main study, aiding in increasing validity. The use of semi-structured interviews also aided in increasing validity. In addition, interpretive rigor was maintained during analysis through the use of Within-design consistency, conceptual consistency, and consistency of inference (Tashakkori & Teddlie, 2002).

Regarding reliability, a variety of strategies were employed to strengthen it. The first, was that prior to any data collection, a research protocol was established. This ensured that participants were interviewed in a consistent manner. Second, a rigorous coding process was established to increase inter-rater reliability. Initial coding was conducted separately and then subsequent discussions were held with all researchers to compare and find a consensus for the codes. Finally, the use of multiple researchers to evaluate and code leads greater reliability through the discussion and agreement process between evaluators (Crawford, 2013).

Results

Analysis of the data resulted in four themes: Flexibility, Concern, Value, and Effective Communication.



Theme 1: Flexibility

Participants that indicated highest satisfaction with the actions of their administrator(s) said that they felt this way in part because they their administration had shown support by offering and allowing for flexibility. Representative direct quotes include the following:

“I think that for at least my department, that [flexibility] already exists, because my boss doesn't care when we're there or not there, as long as you're getting the job done and your evaluations are good and everything. And so, I hope they don't mandate to be on campus because they're pretty good at like letting you have your work life and your home life as long as you're doing your job. So, I hope they don't mandate more of that. I do hope that they mandate, at least for our departments, for more research funds and faculty development. But other than that, I think it's, it's already there because, like I said, it's decentralized and so as long as you're doing your thing, it's okay.”

Support for the notion that positive performance and meeting expectations should be rewarded with flexible work was provided by additional participants.

“I think it's important to make some accommodations, especially the way they see our teaching evaluations.”

Ultimately, it is suggested based on the comments from multiple participants that workplace flexibility be implemented by administration to the extent that the academic organization can allow, without negatively impacting the daily operations.

Theme 2: Concern

Participants that were most satisfied with the actions of their administration indicated that they felt that their administration showed concern for faculty mental and physical health.

Representative participant quotes include:

“I told my boss I had COVID and he responded with, “If you guys need any groceries delivered or anything like that, please don't hesitate to let us know what y'all need, and we'll definitely help in any way we can.””

While there were instances in which concern was expressed by upper administration, there were also examples in which participants perceived there to be a lack of demonstrable care or concern for employees. Examples include:



"I had some severe health problems, I reached out for help and just there was nothing. So, I have known that I'm on my own. We weren't even asked how we were doing. Nothing."

"More communication on a regular basis, not just to communicate with me to tell me this is what we need to be done for the students, it's not just about the students. I've told my students you don't need to question my need for want to to work for my students, but talk about your faculty and your staff. They're important too. It's not just about the students. How am I doing today? What more can I do to make your life better? There was just not enough communication on a personal note. It was just general information and the need to know for the sake of getting students through. The addressing the health and well-being of the employees, I think, was not a thing more than just an expectation."

"...that perhaps administration needs to be in contact and sensitive to the stressors that people already in. Now they have something new, just like we have for our students, where we need to know about their lives and what's going on."

"Administration need to have frank conversations with your faculty and say,

'You're in a safe place here. I'm here for your success.'"

Theme 3: Value

Another factor in satisfaction with administration during this crisis was administration's communication to faculty that they were valued, especially at an individual level.

Representative quotes from participants include:

"Definitely, I know I am valued. I feel valued and I also know that they are limited. They would probably do better, but they just don't have what it takes to do better, but at the same time, I still feel that my well-being, is not a priority. I know I'm valued. I've expressed all the time by my students and by my colleagues and my bosses. They value what I bring to the table, but their hands are tied to some degree."

Conversely, other participants did not feel valued by their administrators, which had negative impacts:

"Our time wasn't necessarily valued during COVID, I think, from administration again assuming that "well you're home, you can't be on vacation, so you should be keeping up with all this".

"Yeah, I feel valued by many of my students and some of my peers, but not from our administration, at all. In fact, I feel like faculty are the enemy."

Theme 4: Effective Communication



Finally, participants that indicated highest satisfaction with the actions of their administrator(s) expressed that consistent, clear communication significantly influenced their positive perceptions. This may have been the most polarized area among participants, with some reporting information overload, and others expressing a lack of information. Representative comments were as follows:

“I would say at the president level, we've had great communication through email and several online Zoom meetings that were open to anyone in the call area, in the university, and they covered what's going on, and in all different sectors of the university, what they were thinking about for the fall and whatnot, so that was super...It just was from my own college and department there just wasn't anything. From the President level, I thought they did a wonderful job, just not my college or my department.”

“We had our standard college meeting at the end of the semester and then at the beginning of the semester during COVID, and it was the same information delivery sessions that we always have, where there's no work done. It's all the Dean and [their] support staff of about 25 of them now, reporting what they're working on and then it would get to the end and faculty would want to have a discussion about what's going on, related to COVID and we're just cut off and the meeting was done.”

“I think I was still given the same amount of support, but the only challenge I would say was you're bombarded with too much information. Just too many emails about this and that. We don't need it. There was too much information, so I think that that was a problem. It was very difficult to find what was needed, because every morning I got up and I saw like ten emails for different things. I felt like the information wasn't organized.”

Discussion, Implications, Conclusion

Theoretical and Practical Implications

Based on the findings from this study a variety of implications can be derived. One of the fundamental tenants of crisis management is ensuring that organizational team members have the resources they need to weather the given storm (Israeli, Mohsin, Kumar, 2011). Failure to do so can result in a fracturing of the relationships between the organization and its employees (Li, Yin, Qui, & Bai, 2022). Additionally, to demonstrate feelings of being valued and that the organization cares for the well-being of its employees, it is vital to effectively demonstrate organizational support through communication (Neven & Eisenberger, 2012). The current study found that employees in an academic setting prioritize flexibility, administrative concern, being valued, and effective communication as the most important forms of organizational support.

Flexibility in a time of crisis was vital to our participants. Based on our findings, higher education administrators can foster feelings of support by acknowledging that each faculty member will have different resource requirements and needs to maintain a semblance of productivity during the crisis.



These findings support literature on flexible working schedules prior to the pandemic, that reveal key differences in needs among higher education faculty across genders (Wilton & Ross, 2017). Through a theoretical lens, our findings contribute to those of extant literature by demonstrating the need for personalization across individuals. Practically, from flexibility in teaching modality, to timing of scheduled meetings, and expectations for research output, there is no one size fits all solution. The needs of the faculty members varied greatly along demographic characteristics, particularly around caretaking responsibilities. Therefore, administrators should employ a feedback mechanism (e.g. one on one meetings, surveys, etc.) to allow faculty members to communicate their needs and challenges to the administration. Resources should then be allocated equitably so that each individual is supported in a manner than best meets their needs.

This individualized attention persists into the next theme of ‘concern’ and its related implications. Faculty members wanted to feel that the administration was concerned for their health and wellbeing, which is consistent with research findings even prior to the pandemic (Nevens & Eisenberger, 2012). While concerns for health may be unique to pandemic or other disease related contexts (Li, Yin, Qui, & Bai, 2022), the concern for wellbeing is a mainstay across the crisis management literature (Israeli, Mohsin, & Kumar, 2011; Pearson & Clair, 1998). Theoretically, our findings contribute to the literature in that there is an element of personalization needed to tailor demonstration for concern across individuals. This implies the need to know one’s faculty and staff well enough to know what they want and need from a psychological and sociopolitical perspective. Practically, it is recommended that administrators check-in periodically in a one-on-one basis with faculty to assess their wellbeing. This can be accomplished through text messaging, emails, and phone calls. The key piece of this recommendation is that it should be individualized messaging and inquiries, not a mass message to a listserv. Too often employees, in a variety of work settings, feel anonymous or like they are just their employee ID number. A demonstration of individualized concern can go a long way in fostering a feeling of caring.

In addition to the need to feel cared for on a health and wellbeing level, faculty need to feel that their efforts to work through extraordinary circumstances and deliver on student expectations through (largely) unprecedented methods (zoom teaching) are valued by the administration. Not only do these findings have psychological implications but serve to bolster the link between the psychological and technological-structural dimensions of crisis management (Pearson & Clair, 1998). Perceived organizational support has been shown to promote feelings of being valued among employees (Neves & Eisenberger, 2012), and the unique crisis context of the pandemic only served to further highlight the importance of this link. Many faculty members had never taught online or conducted courses in a digital learning management system prior to the pandemic. They were asked to change modality almost overnight and to provide equitable and engaging instruction with little to no training and (in some cases) minimal technical support.

Faculty working in these exceedingly stressful circumstances needed to feel that their work was being valued, and that the extraordinary efforts they were putting forward were being met with appreciation



for the successes and grace for any shortcomings. Practically, it is important for administrators to highlight the successes of their faculty through visible accolades like social media, internal newsletters, and other medium to demonstrate that the efforts of employees are seen and valued by the organization.

Last, but certainly not least, the way administration communicates with the faculty is of paramount importance. The consensus seems to be that there needs to be centralized communication at the University level concerning overall policy, crisis status, crisis management strategy, and expectations. This is partially in keeping with previous findings that found that managerial communication positively influences employee outcomes as it demonstrates organizational care for the well-being of the employees (Neves & Eisenberger, 2012). While it may seem beneficial for college or departmental administrators to echo the communications from the University, some faculty found this to be overwhelming. In some instances, there was so much communication that it became burdensome to sift through it all for what was most relevant and pertinent. The recommendation would be to have centralized University communication but followed up with a discussion from unit administrators on what that central communication means on the ground. However, in the absence of clear and concise University level communication, unit level communication becomes paramount, and those administrators should endeavor to provide their own clear and concise messaging.

Limitations and future research

The interviews for this study took place at the end of Summer and beginning of Fall semesters in 2020. While this was ideal timing to identify the more immediate sentiments toward organizational and administrative responses to the COVID-19 pandemic, it would be beneficial to identify if and how perceptions of organizational and administrator support have shifted over time, if at all. Additionally, one respondent noted that their perception was that the organization demonstrated more care for the well-being of the students than the faculty and staff. Future research should explore feelings of support across all constituents in the organization, including the students. Finally, it would be interesting to compare perceptions of support across gender and parse out if differences exist among individuals with differing home-life demographic and psychographic information. These findings would be beneficial to the organization, as it may provide practical information for how to personalize flexibility and other forms of support. Lastly, it would be beneficial to pinpoint the ideal amount, mix and forms of communication during times of crisis.

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Title: How to Create Equitable Learning Experience Under Synchronous HyFlex Teaching Mode? Critical Reflections by Hospitality and Tourism Instructors

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Abstract: The primary aim of this exploratory research is to identify key factors affecting the creation of equitable learning experience for on-campus and online students under the synchronous hyflex teaching (SHT) mode. Drawing on the qualitative data provided by 15 hospitality and tourism instructors who had first-hand experience in SHT, instructors should strive to reduce distancing effect, maintain fairness and show empathy if they would like to create equitable learning experience for students under the SHT mode. To achieve these three goals, instructors must be particularly attentive to four areas: (1) Adaptive course design, (2) Adequate teaching facilities; (3) Sufficient training and familiarization; and (4) Mutual rapport. The mechanism to create equitable learning experience for students under the SHT mode was developed after synthesizing interviewees' reflections. These current findings are expected to provide useful reference materials for educators in the field to optimize their teaching under this unique teaching mode.

Keywords: hybrid teaching; hyflex teaching; synchronous online teaching; teaching reflection.

1. INTRODUCTION

The coronavirus outbreak has been creating a devastating impact on the global economy. According to the latest version of the *World Economic Situation and Prospects Report*, the global gross domestic product was contracted by 3.4% in 2020. Although the corresponding figure grew by 5.5% in 2021, many countries are still struggling to recover from the pandemic (United Nations Department of Economic and Social Affairs, 2022). To restrict the spread of virus, many countries have their borders completely closed. Many business and leisure travels were canceled due to the border closure, leading travel and tourism to become one of the most affected economic sectors (The World Tourism Organization, 2022).

The pandemic and its induced travel restriction do not only affect economic but also social as well as educational activities. To contain the virus outbreak, majority of higher education institutions closed their campuses and switched to adopt online teaching mode. Tourism education is no exception. Many leading tourism institutions like Ecole hôtelière de Lausanne and University of Nevada Las Vegas have altered to use online teaching as their primary teaching mode (Study International, 2021). Recently, as various countries have achieved better control of the epidemic situation, many institutions have reverted back to the normal, re-using on-campus teaching mode. But still, since the pandemic is far from over and many borders remained closed (Reuters, 2022), synchronous hyflex teaching (SHT) – a multimodal delivery mode that allows on-campus and online students to receive teachers' instruction simultaneously in a single learning environment (Zydney, McKimmy, Lindberg, & Schmidt, 2019) – has been increasingly used by higher education institutions to cater both on-campus and online students.

While SHT has been becoming the mainstream teaching mode, surprisingly, research and knowledge about this mode is still in its infancy. Although blended and hybrid learning have been extensively researched in prior studies, past studies mostly focused on asynchronous ones (e.g., Malczyk, 2019;



Wang, Yang, & Yang, 2022). Different from its asynchronous counterpart, the difficulty of designing and implementing teaching under SHT mode is considerably higher because two distinct groups of students (i.e., on-campus, online students) interact and receive real-time instruction from different locations. To create equitable experience to both groups of students, instructors and school administrators have to carefully design and execute the teaching trajectory. Glazer and Wanstreet (2011) stated that the failure in creating equitable experience may reduce students' learning motivation, engagement and efficacy. While the creation of equitable learning experience for students under SHT mode is vital, extant studies and knowledge are scarce. What should be noticed when instructors are asked to teach under the SHT mode? What kind of support schools/universities should offer to instructors? Answers to these questions remain unknown at the moment of this writing.

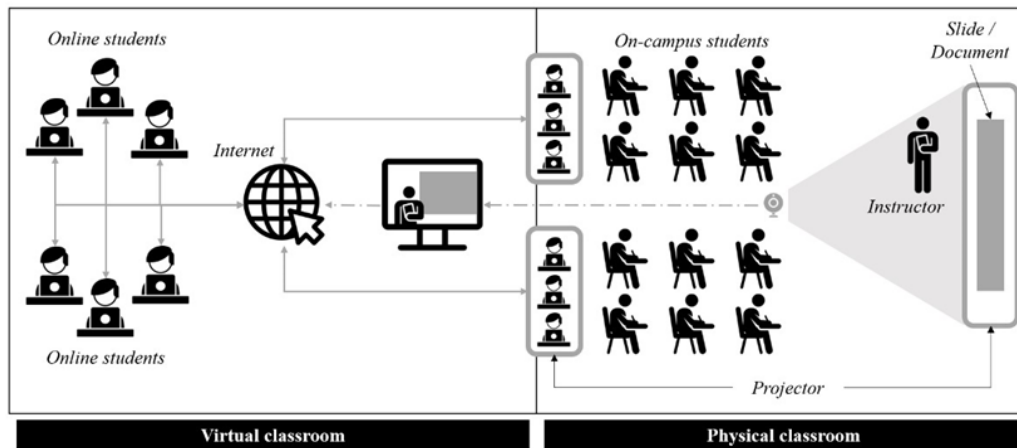
Through inviting hospitality and tourism instructors who had first-hand experience in SHT to share their reflections and insights, this exploratory primarily aims to identify key factors affecting the creation of equitable learning experience for students under the SHT mode. Considering the scarcity of knowledge about SHT in the tourism and hospitality realm, the findings of the current research will add new knowledge to the increasing body of research about online teaching. The findings of this research are also expected to provide useful reference materials for educators in the field to optimize their teaching under this unique teaching mode.

2. LITERATURE REVIEW

2.1 Characteristics of Synchronous Hyflex Teaching

As a new form of pedagogical approach which provides synchronous instruction to both on-campus and online students using real-time audio and video technology, SHT has long been recognized as the teaching mode which can offer equitable learning experience to both on-campus and online students (Butz, Stupnisky, Pekrun, Jensen, & Harsell, 2016). Alike what Figure 1 illustrates, SHT enables on-campus and online students to synchronously participate in learning activities from the location of their choice. Through offering the options of attending classes locally and remotely, the high synchronicity level of SHT mode can make education less dependent on location (Raes, Vanneste, Pieters, Windey, Van Den Noortgate, & Depaepe, 2020). The provision of high autonomy to students is another unique characteristic of SHT. As elucidated by Beatty (2014), students can freely choose to attend face-to-face classes or join synchronously via a videoconferencing platform, according to their needs and availability. This innovative learning mode enable adult students to strike a better balance among study, work, and family.

Figure 1. Graphical illustration of synchronous hyflex teaching



2.2 Past Research on Synchronous Hyflex Teaching

Compared to the high research effort devoted to asynchronous online teaching (e.g., Massive Online Open Course) and asynchronous hybrid teaching (e.g., on-site lecture + post-class online exercises), SHT has received scant attention by previous scholars. Generally speaking, existing studies about SHT can be categorized into three groups. Early studies on this topic mainly discuss the benefits and prominent features of this modality. Hrastinski (2008) stated learners are more aroused, motivated and committed when they attended classes under synchronous hybrid mode (versus asynchronous hybrid mode) because teachers can better monitor learners' learning progress and offer immediate responses to learners' queries. Irvine, Code and Richards (2013) noted that SHT does not sacrifice the spontaneous quality of real-time communication. Both on-campus and online students can thus acquire similar educational experience.

The second group of studies primarily investigates whether SHT can provide comparable experience to on-campus and online students. Butz and AskimLovseth (2015) is a sample study of this group. According to the analysis on oral communication scores collected from 202 MBA students, Butz and Askim-Lovseth (2015) empirically prove that synchronous hybrid learning mode can fulfil the equitable learning environment standard required by many accrediting bodies. Identifying factors affecting students' synchronous hybrid learning experience is the leading goal of the third group of studies. Butz and Stupnisky's (2016) seminal paper is a sample study of this group. The qualitative findings in Butz and Stupnisky's (2016) mixed-method study show that peer relatedness, technology influence, instructor and program structure are vital factors affecting students' synchronous hybrid learning experience.

In recent years, more studies about SHT emerged and they strived to identify possible ways of enhancing SHT quality and students' learning experience (e.g., Butz & Stupnisky, 2017; Raes et al., 2020). While the body of literature pertinent to SHT is increasing, no prior study has attempt to identify key factors affecting the creation of equitable learning experience for students under this unique mode.



Adding to the fact that extant studies on this topic are mostly conducted in other (i.e., non-hospitality and tourism) contexts, this study is expected to provide useful references for hospitality and tourism educators to optimize their teaching trajectory.

3. METHODOLOGY

3.1 Research Method

To identify all decisive factors affecting the creation of equitable learning experience for students under the SHT mode, a series of in-depth interviews was conducted with instructors who had past experience in teaching under the SHT mode. The chosen method was deemed appropriate since this research topic is new, and existing knowledge about this topic are scarce (Jordan & Moore, 2018).

The interviewees of this research were recruited from the hospitality and tourism school affiliated with a public university in Hong Kong. Teaching staff from that school was targeted as most of the offered subjects by that school during the period August 2021 to January 2022 were taught under the SHT mode. In other words, teaching staff affiliated with that school had rich knowledge and experience in SHT. In June 2022, the lead author sent invitation emails to all instructors of that school, who had teaching experience under the SHT mode over the past 12 months. Fifteen instructors accepted the invitation, and all of them confirmed to have taught at least one subject (maximum three) under the SHT mode. Table 1 presents the profile of all interviewees.

Table 1. Interviewees' profile

ID	Gender/Years ^a	Position	No. of subject/s (Student/s) ^{b c}
A	Female/11 years	Instructor	3 (Yr 1 and Yr 3 - Bachelor)
B	Male/8 years	Assistant Professor	2 (Yr 1 and Yr2 - Bachelor)
C	Male/11 years	Instructor	2 (Yr 2 and Yr 4 – Bachelor)
D	Female/13 years	Associate Professor	1 (Yr 1 – Master)
E	Female/2 years	Assistant Professor	1 (Yr 3 - Bachelor)
F	Female/11 years	Instructor	2 (Yr 2 and Yr 4 – Bachelor)
G	Male/3 years	Assistant Professor	1 (Yr 4 - Bachelor)
H	Female/4 years	Assistant Professor	1 (Yr 4 – Bachelor)
I	Male/8 years	Visiting Lecturer	1 (Yr 2 – Bachelor)
J	Female/5 years	Instructor	2 (Yr 2 and Yr 3 – Bachelor)
K	Male/10 years	Instructor	2 (Yr 3 and Yr 4 - Bachelor)



L	Male/6 years	Assistant Professor	1 (Yr 1 – Master)
M	Male/4 years	Assistant Professor	1 (Yr 4 – Bachelor)
N	Female/3 years	Assistant Professor	1 (Yr 4 – Bachelor)
O	Female/6 years	Instructor	2 (Yr 3 and Yr 4 – Bachelor)

Note. ^a Years = Years of teaching experience; ^b No. of subject/s = Number of subjects taught under the SHT mode; ^c Student/s = Profile of students who enrolled the subject/s under the interviewees' supervision

3.2 Data Collection

During the period June to July 2022, semi-structured and face-to-face interviews were conducted with the 15 instructors under the lead author's moderation. All interviews were conducted in English, and interviewee's consent to record the interview content was acquired before the start of each interview.

Interviewees were firstly asked to describe the subjects they taught under the SHT mode and their corresponding roles in teaching. Afterwards, four main questions were asked: [Q1] - *How did you design your course/s in order to create equitable learning experience for both on-campus and online students?* [Q2] - *Did your original design work well? Any area did not meet/exceed your expectations?* [Q3] - *Did you encounter any problem when you taught under the SHT mode?* [Q4] - *Any advice/s for other instructors who will conduct teaching under the SHT mode?*). Alongside the main questions, probing questions were asked to the interviewees for additional insights. The length of interviews ranged from 22 minutes to 41 minutes. The conversation was then transcribed verbatim after completing each interview. All interview transcripts were sent to corresponding interviewees for review and correction.

3.3 Data Analysis

The interview transcripts were reviewed by the lead and second authors using the content analysis approach. Following Ly, Leung and Fong (2021), the transcripts were firstly read several times to gain familiarity with the data. Afterwards, they were analyzed by using the open coding techniques in order to obtain preliminary codes, provisional categories and themes which can address the research objectives. To ensure the objectivity and reliability of the data analysis, the two authors analyzed the transcripts iteratively and independently. The individual analyses conducted by the two authors were then cross-compared.

4. FINDINGS

According to the reflections and insights shared by the interviewees, instructors should strive to *reduce distancing effect*, *maintain fairness* and *show empathy* if they would like to create equitable learning experience for both oncampus and online students under the SHT mode. To achieve these three goals,



instructors must be particularly attentive to four areas: (1) Adaptive course design; (2) Adequate teaching facilities; (3) Sufficient training and familiarization; and (4) Mutual rapport.

4.1 Adaptive Course Design

All fifteen interviewees described that they did modify the course design of their corresponding subjects in view of the divergent attendance modes. For instance, Interviewee D stated that all in-class activities (e.g., discussions and games) she prepared before were re-designed into hybrid friendly ones in order to cater the two student groups. Similar to Interviewee D, Interviewees B, I and J noted that all learning materials (e.g., suggested readings, case studies) used in their subjects were digitized and shared with students via the learning management system. This practice must be implemented. Otherwise, online students would be at the disadvantageous position.

Regarding the design of grading and assessment, five interviewees (i.e., A, E, F, K and O) reported that all tests and examinations should be converted into online-based but not administered according to students' attendance modes. Interviewee G, who arranged both on-campus test for on-campus students and online test for online students, confessed that the use of two formats was not a good practice because *"students who attended the on-campus mid-term test felt unfair because instructors could not guarantee whether online students do cheating"*. With regards to the design of group-based assessment, Interviewee K advised instructors to reduce the group size and workload if groupworks are in place. Interviewee C echoed and shared a similar idea during the interview since students residing in different places might encounter difficulties in scheduling meetings and real-time collaboration. To summarize, all interviewees agreed that instructors need to adapt to the new learning mode and adjust course design accordingly.

4.2 Adequate Teaching Facilities

Having adequate teaching facilities in place and assuring the classrooms are hybrid friendly were frequently mentioned by interviewees. Twelve (80%) interviewees commonly said that online students shall not feel isolated if they can see the same view and hear the same audio existing in the physical classroom, even though they attend remotely. Interviewee L delineated that *"online students often felt frustrated and disengaged when they kept failing to hear instructors' explanations"*. Interviewee H added that the provision of high-speed Internet connection in physical classrooms was extremely important if instructors wish oncampus and online students to jointly conduct groupworks during the classes.

To create frictionless learning experience for both groups under the SHT mode, the physical classrooms instructors used for teaching must be equipped with high-resolution video cameras and noise cancelling microphones. Thanks to the support provided by the interviewees' affiliated school, the needed teaching facilities were acquired and installed in physical classrooms so that they could provide identical instructions to both on-campus and online students. But still, while adequate facilities were acquired, instructors need to skillfully know how to utilize them so as to simulate the physical classroom



environment for online students. Interviewee B illustrated how the change in video camera positions may create differential experiences and impacts to online students: *"I intentionally put the video camera between two on-campus students... It sounds like a trivial action, but I believe this can let online learners feel like sitting in the physical classroom"*. Similar to Bower and colleagues' (2015) proposition, instructors' competence in using teaching technologies is a key determinant affecting students' overall learning experience.

4.3 Sufficient Training and Familiarization

Considering that the difficulty in executing SHT is higher than that of purely on-campus, purely online and asynchronous hybrid counterparts, eight interviewees noted that both instructors and students shall receive sufficient training and familiarization before the teaching starts. As illustrated by Interviewee H, she spent much time on checking and testing the teaching facilities in view of her limited past experience in teaching under SHT mode. She claimed that *"I attended several workshops organized by the university's education development center to get hints about how teachers can simultaneously cater both groups of students with limited hiccups... I also rehearsed my teaching many times in the assigned classroom and watched the recordings to find out what I need to improve"*.

Interviewee M described that the advice gained from a training course did help him resolve a practical problem. He stated that *"I often used fingers/pointers to indicate certain areas shown on the projector. I did not find any problem until the instructor of a workshop I attended told me only on-campus students could know which areas I am referring to, but not the online students... She recommended me to use the annotate function in Zoom and Microsoft Teams to mark the area. As the marked areas would be shown on the projector in the physical classroom, and the shared screen projected to the learning management system, neither on-campus and online students would be discriminated"*.

Besides offering trainings to instructors, several interviewees (e.g., A, F, N) stated that students should receive adequate instruction and training if instructors planned to conduct in-class activities using special teaching technologies. Interviewee F stressed that instructors should not presume students know everything, including the ways of using teaching facilities. Interviewee C echoed that one good practice is to provide students with an introductory video explaining how those teaching technologies work.

4.4 Mutual Rapport

Since effective and successful learning can only be achieved when learners and instructors work cohesively, it is imperative to formulate mutual rapport among instructors, on-campus students and online students. Interviewee E said that she asked both groups of students to help each other in her first session. Specifically, when one on-campus student raised a question in the physical classroom, that student has to both type-write his/her question, and Interviewee E's suggested answer to the chat box of the video-conferencing platform. Similarly, when one online student posted a question on the



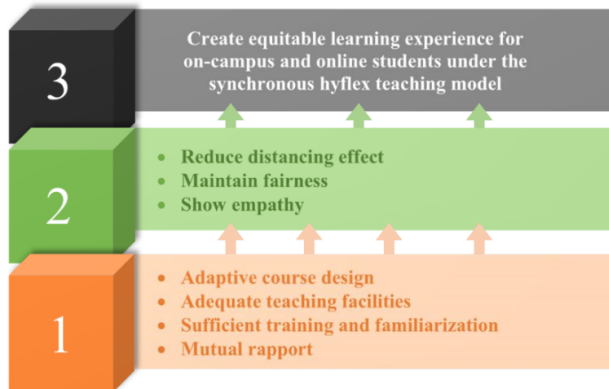
chatbox, on-campus students would notify Interviewee E on behalf of their online classmates. After Interviewee E addressed the question, the one who raised the question had to type-write the instructor's answer in the chatbox. Interviewee E explained that this act can ensure both students were learning at the same pace. Moreover, it can effectively foster socialization because two groups of students would help each other. Many online students who enrolled her subject also mentioned that they felt like attending onsite classes since everything were synchronous but not worked separately.

5. CONCLUSIONS

To ensure learning continuity during the crisis period, the UNESCO (2020) advised schools and institutions to embrace hybrid learning, in view of its capability in providing local and off-shore students with equitable learning experience. Although hybrid learning and particularly SHT has been increasingly used in higher education, existing knowledge about *"how to create equitable learning experience for students under the SHT mode"* remains scarce. Drawing on the experience and insights shared by 15 instructors who had past experience in teaching under the SHT mode, the current research findings show that equitable learning experience can only be created with solid foundations and systematic pathways (see Figure 2). Specifically, school administrators have to provide sufficient financial and technical support to instructors, so that they can acquire adequate teaching facilities and receive sufficient trainings. Instructors also need to do their best to reduce distancing effect, maintain fairness and show empathy to students. To achieve them, instructors need to proactively adapt their course design to the new learning mode. They should also strive to foster mutual rapport among on-campus students, online students and themselves.

Being one of the first tourism-and-hospitality-focused studies exploring the question of *"how to create equitable learning experience for students under the SHT mode"*, the findings of the current research complement and add new knowledge to the increasing body of research about online teaching. Educators in the field are also expected to benefit from the findings of this research. The opinions, practices and tips shared by the interviewees are expected to provide various useful reference materials for tourism educators to optimize their teaching under this unique mode. Still, while the current research contributes some new knowledge and insights, the interviewees who participated in this research were restricted to teaching staff from one institution. Readers and future researchers should not directly generalize the findings to other institutions using different teaching modes.

Figure 2. Pathway to create equitable learning experience for students under the SHT mode



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Title: Learning through social writing: How online synchronous writing groups can strengthen critical writing competencies through peer-learning

Authors: Julie Kellershohn

Abstract: This paper examines the development, implementation, and evaluation of online synchronous social writing used in an undergraduate Hospitality and Tourism Services Management Class. Student writing groups can strengthen writing skills and deepen learning, as well as address challenges such as writing anxiety, and writing apprehension. Writing groups are a promising approach to facilitate student engagement, improve language and writing skills, and boost confidence. Reflecting on the experience, practical considerations include dedicated time and space, facilitated discussions, connecting the writing activities to the course outcomes, opportunities for social connections and shared responsibility among participants.



Day 3

Title: Students' Motivations of Educational Tourism: A Case of Macao

Authors: Huanyi Fanny Liu and Suh-Hee Choi

Abstract: This study focuses on the motivations of students to study in Macao as educational tourists or international students using the lens of educational tourism. The study is based on the framework of push-pull factors that motivate people to study in another region. Macao is the study area. This qualitative study involves interviews with eleven exchange students and international students in Macao. Findings indicate that the students are culturally and socially motivated when studying in Macao. Furthermore, students seek personal excitement, and they pursue positive educational and career outcomes. Destination and institutional factors are also considered important. The study urges Macao and other educational tourism destinations to understand the multi-faceted motivations of the students to better promote the city as a competitive educational tourism destination and to facilitate extant students from other regions.

Keywords: educational tourism, motivation, Macao, exchange students, international students

Type of submission: working paper

Theme: The Future of Hospitality and Tourism Education

Introduction

Educational tourism is a form of tourism that can be utilized to further one's education and one's capacity by engaging in research and educational programs in the destination region. Educational tourism has been considered an important form of special interest tourism that combines tourism and education (Abubakar et al., 2014).

This study focuses on Macao's educational tourism potential by understanding the motivations of educational tourists to Macao, a Special Administrative Region of China. Macao has been positioning itself as a 'World Tourism and Leisure Center' (Zeng, 2018) and has been trying to diversify its economy. This effort is deemed urgent since it has experienced hardship during the COVID-19 pandemic mainly caused by its reliance on the gambling industry. There is a need for Macao to rectify its traditional mass tourism based mode of development and tap the potential of special interest tourism, a form of travel that is rapidly gaining in popularity around the world, particularly among younger generations.

Given the resource endowments of Macao as well as political and cultural considerations, a promising direction in this regard can be to develop educational tourism. At present, Macao's educational tourism market remains largely neglected and under-developed, thereby containing vast opportunities. Despite this, there is a lack of knowledge that can provide implications for the development of educational tourism in Macao. The purpose of this research is to understand the development potential of educational tourism in Macao by exploring the motivations of current educational tourists and international students.



Literature Review

According to Pitman et al. (2010), educational tourism has three characteristics: first, its focus is educational; second, it has experiential nature; and third, it is structured around educational programs. In addition, according to Abubakar et al. (2014), educational tourism involves traveling across borders to acquire intellectual services (Abubakar et al., 2014). Through educational tourism, students' learning abilities are expected to be significantly improved. Studies have also supported that educational tourism involves a cross-cultural learning experience (Klooster et al., 2008).

Educational tourism experience can span from 'education first' to 'tourism first'. The former can be found among the students who emphasize formal learning. The latter can be found among the students who focus on tourism experience (Ritchie et al., 2006). In order to understand students' motivations, such an orientation should be understood first. Previous studies have investigated students' motivations for participating in international and inter-regional education (Abubakar et al., 2014). In understanding them, scholars have emphasized both the supply and the demand sides—students and the destination—and suggested push-pull factors (Mazzarol & Soutar, 2002). Mazzarol and Soutar (2002) pointed out that push factors operate within a source region to initiate the student's decision to study internationally, while pull factors operate within the host region to attract students to that particular region. Among them, the destination-specific factors include the reputation of the destination and the institution, practical factors such as cost of living, housing availability, and transportation, among others.

Methods

A qualitative research method was adopted for this exploratory study. Semi structured in-depth interviews were conducted with the students in three higher educational institutions in Macao. The interview participants freely expressed their motivations for studying in Macao as a destination for educational tourism as well as international and interregional destination to complete their degrees. Purposive sampling was adopted. The interviewees were exchange students and international students from Jordan, Korea, Myanmar, Austria, Hong Kong, Taiwan, and mainland China. The interviews were audio-recorded and then transcribed into text. All the data were analyzed by following the five steps: preparing and organizing the data, reviewing and exploring the data, creating initial codes, reviewing the codes and combining them into themes, and presenting the themes.

Overall, four male and seven female interviewees participated in the interviews during this initial stage of the entire project. All the eleven interviewees were between 18 and 24 years old. Among all the eleven interviewees, ten were from Asia and one was from Europe.

Findings

Cultural motivation, social motivation, self-discovery, personal excitement, educational motivations, destination-oriented motivations, and institution-oriented motivations were identified from the interviews.

First, the majority of interviewees emphasized expanding the cultural horizon as one of the most essential motivations. The interviewees highlighted experiencing Macao's unique culture in various



aspects. For students, Macao as an international multicultural city mixed with Western and Eastern cultures was valued. The interviewees further acknowledged many different forms of architectural styles, festivals, and cultural heritage such as its UNESCO heritage.

Second, the interviewees indicated that they chose to study in Macao to meet new friends. Some even desired to deepen relationships with friends and even start romantic relationships. A few others chose Macao because of the existence of family members living in Macao. Some mentioned that such socializing experiences may bring new opportunities for own career. They desired to establish a professional network and find a chance to work in Macao mainly because they believed that a higher payment is guaranteed, and they can build better skills by working in Macao.

Third, self-discovery was identified as an important motivation. According to Ritchie (2003), 'to find oneself' can be described as finding the real self and stimulating one's potential. Because the educational process is experiential, the interviewees stated that they were motivated to study in Macao to identify their own characteristics and ideas by taking advantage of new educational opportunities.

Fourth, personal excitement as motivation was identified. This was described as personal stimulation originating from spiritual joy. Interviewees sought exploration in a new destination for education and further rediscovery of themselves. Furthermore, keeping excited during the educational experience in Macao helped with mental resilience when they faced challenges living in Macao.

Fifth, the quality of education as motivation was reflected in the interviewees' statements. For example, all the interviewees stated that choosing Macao as an educational tourism destination was due to the positive impression established by the high-quality education in Macao. The interviewees acknowledged Macao as a developed region with high-quality educational institutions.

Sixth, the interviewees were attracted by Macao's system that facilitated living and studying in this educational destination. The interviewees pointed out the convenience of coming to Macao for educational tourism. Macao has a visa-free policy for many countries all around the world. Some interviewees pointed out Macao's good security levels. Also, as the college entrance system was different from the interviewed students' hometowns, some interviewees pointed out the benefits of such different entrance systems.

Last, some interviewees highlighted the benefits provided by the institution that they were enrolled. They included many scholarship opportunities and English as a medium of learning.

Conclusion

This study shows that the destination region of educational tourism and international education should seriously consider the motivations of the students that would affect the students' choice of destination for their studies. The ability of a destination for educational tourism and its institutions to continue to attract considerable numbers of international and interregional students will depend on the motivations identified in this study.

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Title: Effect of Smart Classroom Learning Environment on Tourism Academic Achievement: The Case of China

Authors: Yingying Pan, Ping Li and Jiasen Wang

Abstract: In the "Internet +" era, intelligent learning has become the inevitable trend of the development of information technology in education industry. In recent years, smart classroom has been vigorously promoted in various colleges and universities, and has gradually become a research hotspot in the development of education informatization. Based on the theory of smart classroom and teaching effect, this paper designs a questionnaire on the teaching effect of tourism management courses, and analyzes the data collected from the questionnaire, It is found that students have better experience in the five dimensions of learning value, teaching enthusiasm and organizational effectiveness, classroom interaction between teachers and students, knowledge width and teaching management. Smart classroom has universality, which is basically not affected by individual students' differences. However, there are still differences among different curriculum types. Compared with traditional classroom, smart classroom is more suitable for tourism management courses. Through analysis and discussion, this emerging teaching scene of smart classroom has many advantages, but also has some problems. First of all, the smart classroom has a certain training cost; secondly, the smart classroom is highly dependent on equipment; finally, individual students with poor self-control are easily attracted by individual web pages that are not related to classroom content. This paper explores the "Internet +" era, based on the integration of traditional education methods and modern science and technology, and the progress made in teaching reform of tourism management professional teachers. It fills in the research blank of teaching effect of tourism management professional course based on smart classroom, and provides certain reference for teaching reform of tourism management professional teachers in the "Internet +" era.

Keywords: Smart classroom, Tourism education, Teaching effect, Humanistic learning theory

Introduction

In the 21st century, all things are interconnected. In the information times, the foundation of any intellectualization is data. This era is also called the "Internet +" era. "Internet +" means the use of the Internet platform and information and communication technology to integrate the Internet and other industries including traditional industries, thus creating a new ecosystem in the new field. The arrival of the "Internet +" era has played an important role in promoting the process of education informatization. With the popularity of MOOC (massive open online courses) and micro-lecture, the wave of big data is promoting the transformation of traditional education. The channels for teachers and students to obtain information are diversified, and the time and space of education are expanded. The trend of modern teaching development is the integration of traditional education methods and modern science



technology. The hardware equipment of university education is constantly updated. From the multimedia stage to the maturity of the new generation of information technology represented by the Internet of things, cloud computing and big data, the classroom environment is stepping into the information age. Smart classroom with the characteristics of smart technology, smart application and smart management has become a new hot spot in construction (Li, W. , 2021).

Tourism is a comprehensive, interdisciplinary and applied discipline, involving many social sciences and natural sciences. It has strong practicality, involves a wide range of industries, develops rapidly, and needs scientific decision-making and strict organizational management (Lina Chen, 2011). In the changing economic, social and technological environment, tourism education is also facing changes. Online learning has been regarded as the future trend of Tourism Education (Kim & Jeong, 2018). Many colleges and universities have introduced smart classrooms. How should Tourism Management as an applied major make better use of the resources of smart classrooms? At present, there are relevant researches on the design and construction of smart classroom. But the research about the teaching effect of smart classroom especially combining with tourism major courses is extremely limited. This problem is an urgent problem for Tourism Major in Colleges and universities. China is in the top two in the development of Internet in the world. Zhejiang Province where the researchers are located is the national digital economy innovation and development pilot zone, ranking among the top five in China (World Internet Development Report, 2019). Therefore, this paper takes the students majoring in tourism management of a university in Zhejiang Province as the research object, which has certain foresight.

1. Literature Review

1.1 Smart classroom

With the continuous development of network technology, students' access to knowledge is becoming more and more diversified. The role of the classroom has changed. The classroom is no longer a place for teachers to simply disseminate knowledge. Teachers are not the only source of knowledge for students. Both teachers and students are the creators of knowledge and grow together. Now, the post-90s generation has been attached the label of high-tech. The curriculum, education methods and teaching environment of universities are adjusted accordingly. In terms of teaching methods, such as blended learning, informal learning and flipped classroom, the frequency of these words is very high, and the teaching environment is constantly improving. Smart classrooms have sprung up everywhere (Hsu, 2018).

Foreign research about smart classroom is early, and the earliest can be traced back to "smart classroom" proposed by Rescigno in 1988. However, there are not many related studies in the early stage, and the number of relevant literature studies has increased rapidly since 2008 (Qin, X., Zhang, Y., Gu, P., & Lin, L., 2020). Domestic research on smart classroom started late. Since 2008, with the rapid development of information industry and the maturity of mobile device network technology, smart education and smart classroom have become research hotspots. The number of articles published has increased from less than 10 to more than 30 articles annually, and the number is increasing year by year.



Using sensor technology, artificial intelligence, network, rich media technology to equip learning environment, smart classroom is a development result of the future classroom. The predecessor of smart classroom is multimedia and network classroom, which is the materialization of a typical intelligent learning environment. Understanding that smart classroom is different from traditional classroom can be analyzed from its "smart" conceptual model. The model covers five dimensions: showing, manageable, accessible, real-time interaction and testing("SMART").

Smart classroom shows incomparable advantages over traditional classrooms in these five dimensions. These five dimensions can be divided into two parts. Showing, accessible and real-time interaction are related to design, the other two are related requirements for the equipment of smart classroom (Dai, S., 2019). Although the research on smart classroom in China started late, it has developed rapidly, mainly focusing on the research on learning environment equipment of smart classroom and its advantages over traditional classroom.

1.2 The teaching of tourism major courses

Tourism Major belongs to management discipline. Compared with other similar majors, its applicability and operability are more prominent. The traditional teaching method of "teacher talk only" is not suitable for the teaching development of tourism major. The open teaching method is more suitable for tourism major because of its strong pertinence, flexibility and stability. It includes intuitive teaching methods and dynamic teaching methods. The more intuitive teaching methods are "tourism resources Courses", "Tourism Aesthetics", "tourism information management system" and so on. Dynamic teaching methods can be divided into transposition teaching, situational teaching and role gradual teaching. For example, "simulated tour guide" is suitable for both transposition teaching and situational teaching, and role gradual approach is more suitable for "Front Office management", "Food and Beverage management", "tourism social etiquette" and other courses (Ying Qi, 2005).

In order to construct a student-oriented and efficient curriculum, teachers of tourism major need to create an equal and interactive learning environment, stimulate students' learning motivation, design colorful teaching activities, create specific teaching situations and build a listening dialogue mechanism to achieve the effectiveness of classroom teaching environment, process, organization, method and behavior(Yongfeng Yang & Hai Nan, 2017). Tourism education faces a series of difficulties in the era of "Internet +", such as tourism education lagging behind tourism development, E-learning impacting traditional education mode, and teaching content need to keep pace with the rapid updating of the international market.

1.3 Humanistic learning theory

The theory of humanistic learning puts forward the idea of people-oriented education. Education is human first and learning second. Humanism pays special attention to learners' personal perception, emotion, belief and intention. Humanism emphasizes the construction of learning situation with students as the center. The theory holds that emotional development is as important as knowledge and intelligence development. Cognition and emotion are two indispensable aspects of human's all-round development(Purswell, K. E,2019). .



1.4 Teaching effect evaluation

Many schools put forward the concept of "student-centered". Teaching process is actually a process of students' self-realization, and there are many dimensions in the evaluation of teaching effect of university teachers. The seven dimensions of teaching enthusiasm, teacher-student interaction, teacher knowledge width, interpersonal relationship, teaching management, workload and learning value are widely recognized (Qingmao Meng & Hongyun Liu, 2003).

By reviewing the literature, in the "internet +" era, the research on the reform of university education has achieved preliminary results in recent years. Smart classroom is the product of school education and high-tech in this context. The concept of smart classroom is clear, but the specific implementation effect is still controversial. In view of the shortcomings of the existing research, how to combine tourism major teaching with smart classroom to achieve better results is the place that this study needs to pay attention to and improve.

2. Research Purpose

At present, there are some relevant researches on the design and construction of smart classroom. However, the research on the teaching effect of smart classroom, especially combining with tourism major is very limited. This paper aims to explore the effect of tourism major Teaching in the smart classroom environment based on humanistic learning theory. The specific problems include which tourism courses are suitable for teaching in the smart classroom environment, what is the teaching effect of students learning in the smart classroom, and the teachers' use of smart classroom. So as to make up for the gap in the research on the learning effect of smart classroom of tourism major in China.

3. Research methods

This research aims to study and analyze the teaching effect of smart classroom. Based on the "smart" conceptual model and teaching effect evaluation dimension, in order to fully understand the students' learning feedback to the smart classroom, this study used quantitative research method to design the questionnaire, and established a database according to the results of the questionnaire. Spss23 was used for statistical analysis, and T- test and analysis of variance were used.

3.1 Selection of research objects

Due to the limited group scope of the application of smart classroom in tourism major in Colleges and universities, considering the operability of the research, this paper takes the students of a Zhejiang university tourism major as the research object. Students with different grades and different curriculum types were investigated as far as possible.

After the first draft of the questionnaire design is completed, three senior students with quick thinking, strong sense of active learning and good grades are selected to conduct a pilot test of the questionnaire, and the questionnaire is adjusted according to the test results.

3.2 Design of questionnaire



The questionnaire used the "University Teachers' teaching effect evaluation questionnaire SEEQ" (for students) revised by Qingmao Meng and Hongyun Liu, Department of psychology, Beijing Normal University. On this basis, the first draft combined with the scene of smart classroom and the characteristics of tourism major course is designed, and the pilot test is carried out. According to the test results, the questionnaire is modified. It includes five dimensions: learning value (S1), teaching enthusiasm and organizational effectiveness (S2), classroom interaction between teachers and students (S3), knowledge width (S4), and teaching management (S5). There are 25 items in the questionnaire, and the Likert 5-level scale is used to ask the respondents to choose according to their own situation in the description, and choose the appropriate answers from "strongly agree", "agree", "not sure", "disagree" and "strongly disagree".

3.3 Statistics and analysis of survey data

Due to the research carried out in the summer vacation, taking the freshman to senior of tourism major as the research object, using the cluster random sampling method, 117 valid questionnaires were collected mainly through the APP named questionnaire star. Spss23 software was used for statistical analysis. T test and analysis of variance were used to compare the scores of students' gender, grade and other factors in the five dimensions of the questionnaire. The difference was statistically significant ($P < 0.05$).

3.3.1 Reliability and validity of the questionnaire

The Cronbach's alpha was 0.978, the KMO was 0.959, and the significance level of Bartlett's spherical test was 0.001, which indicated that the questionnaire used in this study had good reliability and validity.

3.3.2 Evaluation on the teaching effect of tourism courses in smart classroom by students of different genders

Independent sample T-test was conducted on the five dimensions of the questionnaire. Students of different genders have no significant differences in the five dimensions of teaching effect, which means that gender does not constitute students' different experience of the teaching effect of smart classroom ($P > 0.05$) (Table 1).



Table 1 Comparison of the scores of five dimensions for students of different genders

Gender	Number of people	S1	S2	S3	S4	S5
male	21	4.07	4.10	4.17	4.11	4.08
female	96	3.79	3.82	3.88	3.87	3.88
t		1.436	1.715	1.66	1.337	1.155
P		0.154	0.089	0.1	0.184	0.25

3.3.3 Evaluation on the teaching effect of tourism courses in smart classroom by students of different grades

For the five dimensions of the questionnaire, the variance analysis shows that students of different grades have no significant difference in the five dimensions of teaching effect. That means different grades do not constitute students' different experience of the teaching effect in smart classroom ($P > 0.05$) (Table 2).

Table 2 Comparison of the scores of five dimensions for students of different grades

grade	Number of people	S1	S2	S3	S4	S5
Freshman	5	3.2	3.2	3.16	3.2	3.28
Sophomore	42	3.89	3.88	3.96	3.92	3.94
Junior	60	3.81	3.88	3.93	3.9	3.88
Senior	10	4.15	4.16	4.18	4.2	4.26
F		1.684	2.286	2.309	2.07	2.2
P		0.175	0.083	0.08	0.108	0.092

3.3.4 Descriptive analysis results of the questionnaire

a. The survey on the sense of learning value

In the survey on the sense of learning value in smart classroom, 45% of the students agree that the learning interest in smart classroom was improved, 24% of the students strongly agree, 29% of the

students remained neutral, and only 2% of the students disagree. At the same time, 46.15% of the students agree, 19.66% of the students strongly agree, 29.06% of the students remained neutral, Figure 1 Proportion of smart classroom and 4.27% of the students disagree (Fig. 1). According to the above results, most of the students hold a positive attitude towards the value of learning in smart classroom and think that they can improve their interest in learning and learn more valuable things.

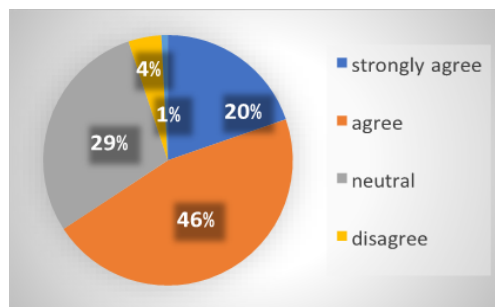


Figure 1: Proportion of smart classroom learning value cognition

b. The survey on teaching enthusiasm and organizational effectiveness

In the survey that smart classroom can keep students interested in the classroom, 42% of the students agree, 36% of the students strongly agree, 18% of the students are neutral, and only 4% of the students disagree. In the survey that helps students take notes, 43% of the students agree, 28% strongly agreed, 21% remained neutral and 8% disagree. In the survey of teachers' vitality in the mastered the operation skills of smart classroom smart classroom, 47% of the students agree, 25% of the students strongly agree, 23% of the students remain neutral, and 5% of the students disagree. 44.44% of the students thought they had mastered the smart classroom system, and 11.97% of the students had mastered it well. However, 36.75% of the students remained neutral and 6.83% of the students thought that they did not have the basic learning and operating skills (Fig. 2). It can be seen from the above that most students think that the smart classroom is helpful in learning interest, vitality and effectiveness. However, the school needs to pay attention to the basic learning and operation skills of smart classroom and carry out professional training.

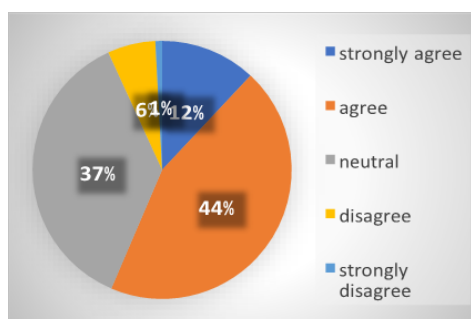


Figure 2 Proportion of students who have

c. The survey on the interaction between teachers and students

The survey results show that 43% of the students agree, 30% of the students strongly agree, 22% of the students are neutral, and 5% of the students disagree. In the survey that smart classroom is more helpful to put forward their own opinions and doubts, 40% of the students agree, 25% of the students strongly agree, 32% of the students remained neutral, and less than 3% of the students disagree. In the survey that smart classroom can better invite students to express and share their opinions and knowledge, 49% of the students agree and 26% of the students strongly agree. Neutral accounts for 23%, and those who disagree are 2%. In the survey with higher enthusiasm for classroom discussion in smart classroom, 45.3% of the students agree, 25.64% of the students strongly agree, 24.79% of the students were neutral, and only 4.27% of the students disagree (Fig. 3). It can be seen that most students are positive that the smart classroom is conducive to the communication between teachers and students. This learning environment is conducive to students' better sharing of their own opinions, and teachers can better understand students' mastery and opinions of the knowledge they have learned.

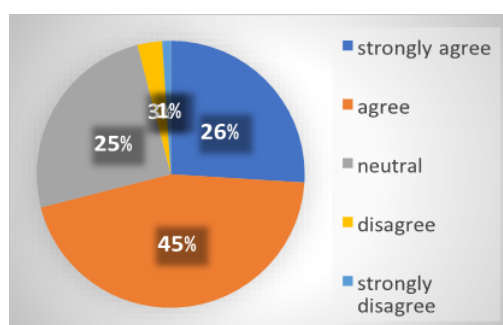


Figure 3: Proportion of thinking that the smart classroom discussion enthusiasm is higher

d. The survey on the width of teachers' knowledge

In the survey, 47.01% of the students agree, 25.64% of the students strongly agree, 23.08% of the students are neutral, and 4.27% of the students disagree (Fig. 4). In the survey about teachers' lectures in smart classroom, test score feedback and access to reading materials, 40% of the students agree, about 20% of the students strongly agree, and less than 5% of the students disagree. From the above data, it can be seen that the teaching environment of the smart classroom is beneficial to teachers' teaching, expanding the width of knowledge and obtaining the smoothness of teaching information. At the same time, it is more intuitive in the aspects of test score feedback and test paper analysis.

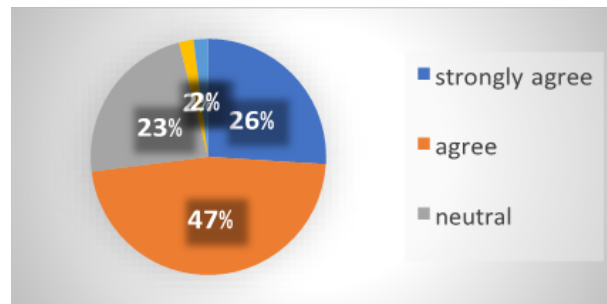


Figure 4: A survey on the trend of the development of the industry

e. The survey on teaching management

In the survey on the contribution of smart classroom to the completion of examinations and assessment results, 68% of the students agreed, 8% of the students disagreed, and the other students remained neutral. In the survey that teachers carefully prepare and explain the course content in the wisdom classroom, 47% of the students agreed, 27% of the students strongly agreed, only 1% disagreed, and the rest of the students kept neutral. In the survey on the inspiration and motivation of teachers' lectures in the smart classroom, 43.59% of the students agree, 24.79% of the students strongly agree, 29.91% of the students remained neutral, only 1.7% of the students disagree (Fig. 5). Most students affirm the advantages of smart classroom in teaching management compared with traditional teaching.

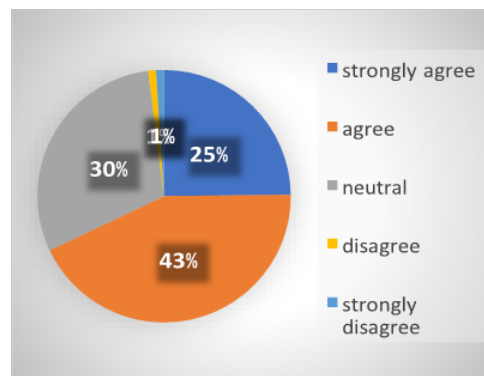


Figure 5: A survey on the inspiration and motivation of teaching in smart classroom

3.3.5. Project investigation risk plan

The researcher is a college teacher. When doing the investigation, I should try to avoid my subjective factors affecting the research object. In the process of research and analysis, I should also avoid empiricism and waste the data that is hard to be collected. However, because the sender is a teacher, I am worried that the answers given by the respondents are not objective enough. Therefore, some questionnaires are distributed by students. According to the survey results, some students are interviewed in order to have a deeper understanding of the existing problems. There are many



dimensions in the evaluation of teaching effect, and it is difficult to have insight. When designing the questionnaire according to the characteristics of tourism specialty, the comprehensiveness and operability of the questionnaire should be considered as much as possible.

4. Findings and discussion

4.1 The influence of smart classroom on students' sense of learning value

Smart classroom uses modern equipment such as sensor technology, artificial intelligence, network, rich media technology to equip the learning environment. Compared with the traditional multimedia classroom, through the provision of classroom hardware, students learn in a fresh learning environment with a sense of science and technology, which stimulates students' interest in learning, makes them more enthusiastic about learning, and improves their recognition and sense of value of the knowledge they have acquired. With the environment of smart classroom, students' learning engagement and academic self-efficacy are improved. The higher the students' understanding of learning value, the stronger the initiative of learning. Therefore, under the same conditions, the smart classroom can play a better teaching effect than the traditional classroom. On the basis of reasonable cost control, more smart classrooms should be established as much as possible, which will be more effective for the study of tourism major courses. In addition, it is worth noting that the smart classroom is not a simple hardware upgrade of multimedia or traditional classroom, but should consider the three dimensions of showing, manageable and accessible, as well as the two dimensions of real-time interaction and testing. The smart classroom should avoid becoming a traditional multimedia classroom + multiple LCD screens, which may become an intelligent classroom without a real core and cannot stimulate students' sense of learning value.

4.2 The influence of smart classroom on teaching enthusiasm and organizational effectiveness

Because of the convenience and timeliness of communication, the teaching environment of smart classroom can not only enhance the students' sense of learning value, but also help the enthusiasm and vitality of both teachers and students. The emotional development mentioned in the humanistic learning theory is as important as the development of knowledge and intelligence. In the whole teaching process of smart classroom, teachers use various functions of smart classroom to carry out teaching, and students get more intuitive and effective stimulation than traditional classroom. While learning knowledge and intellectual development emotion has been developed, which conforms to the concept of "student-centered" in humanistic learning theory. Students' enthusiasm for learning has been encouraged to promote teaching by learning, thus stimulating teachers' enthusiasm for teaching. However, as a new teaching environment, if we want to maximize its role, teachers and students need to receive professional training to learn how to use the equipped advanced system. In particular, the basic operation skills training of students is easy to be ignored. Therefore, in order to enable students to independently use the learning resources provided by the smart classroom and use learning tools to carry out collaborative inquiry learning, while teachers have basic operating skills, students also need to have a basic understanding and grasp the basic operating skills to ensure that students can use the smart



classroom scientifically. In terms of teacher training, we should not neglect the auxiliary learning and careful teaching of senior teachers.

4.3 The influence of smart classroom on teacher- student interaction

In the “internet +” era, the smart classroom can provide the students to personalized and targeted learning guidance by analyzing the records in the platform through situational awareness, data mining, learning analysis and other technologies. Smart classroom plays an important role in the communication between teachers and students. Students are more active to put forward their own opinions and queries, and it is also more conducive for students to express their own opinions and knowledge. The learning environment of smart classroom is suitable for tourism courses with strong pertinence, flexibility and stability, and adopts open teaching methods. Whether it is in the case analysis teaching of brainstorming method and fish tank watching method, or the scene simulation and role gradual immersion teaching in dynamic teaching, the smart classroom has incomparable advantages over the traditional classroom. The smart classroom stimulates the students' enthusiasm for discussion. In the active discussion, it not only enhances the students' deep understanding of the knowledge they have learned, but also promotes the teachers' understanding of the true degree of the students' mastering the knowledge. The real-time interaction and feedback evaluation in class is not only helpful for students to carry out individual learning mode, but also beneficial to the current team cooperation learning mode. In the teaching of tourism courses, teachers advocate students' team cooperation to solve problems and promote the construction of tourism professional knowledge. Even in the informal learning environment, it overcomes the obstacles caused by the physical space to the communication between teachers and students, and can communicate and interact at any time.

4.4 The influence of smart classroom on Teachers' knowledge width

Advanced technology not only brings convenience to the work of university teachers, but also brings many challenges. In addition to the skilled operation skills of various equipment in the smart classroom, students put forward higher requirements for the knowledge, timeliness and expansibility of the teacher's lesson preparation content. Due to the smooth flow of information exchange, teachers' knowledge should not only have width but also depth. It is not only the process of teaching in class, but also the whole process of teaching cycle. Students' test paper analysis and test score feedback should be clear and concrete, and at the same time pay attention to individual differences. Although the rise of smart classroom is relatively short, and the resource matching is still immature, we can use the platform of smart classroom to cooperate with relevant websites to enrich the curriculum database. Experts can also be employed to communicate, exchange and guide teachers and students online. While maximizing the use of resources, teachers and students can benefit from each other and broaden their horizons and knowledge. In the brainstorming process of classroom teaching, teachers and students are faced with a sudden knowledge blind area, so they can try to solve the problem with the help of Internet equipment in smart classroom.



4.5 The influence of smart classroom on teaching management

In the process of teaching management, smart classroom has incomparable advantages compared with traditional classroom. Throughout the whole semester of classroom attendance, homework arrangement and correction, final assessment and evaluation results, students' performance in the whole teaching process can be clearly and timely presented in the smart classroom system, playing a more open, fair and just effect than the traditional classroom. Teachers release various guidance videos, teaching courseware and learning materials on the platform, make clear the learning objectives and assessment standards, and test the students' preview before class. In class, teachers can randomly call names, screen broadcast and screen monitoring through the intelligent classroom interactive system. Teachers and students can send learning resources and works to the screen for sharing and discussion at any time. After class smart classroom network teaching system can efficiently and professionally count students' learning records, such as learning time, login times, homework and learning situation, etc. The system can help teachers to understand students' real learning situation and learning track effectively, and it is helpful for the later teaching content to adjust and correct errors according to the data. Smart classroom is the most effective way to improve the teaching management effect of tourism major courses, such as Food & Beverage management and Managing Housekeeping Operations. The characteristics of such courses are the close combination of theory and practice. Case study is a common teaching method for such courses. During the teaching process, intuitive and dynamic teaching are combined. While brainstorming in student groups, the smart classroom helps to show the discussion results of students in each group.

5. Conclusion

In the "internet +" era, research has proved that smart classroom has many incomparable advantages in tourism major course. The emotional development mentioned in humanistic learning theory is as important as the development of knowledge and intelligence. Rich teaching resources and flexible teaching modes make students have a better experience in the five dimensions of the teaching effect of tourism major, such as learning value, teaching enthusiasm and organizational effectiveness, classroom interaction between teachers and students, knowledge width and teaching management. Teachers use a variety of functions of smart classroom to carry out teaching, students get more intuitive and effective stimulation than traditional classroom. With the learning and intellectual development, the development of emotion is in line with the concept of "student centered" in the theory of humanistic learning. In addition, it is noteworthy that the research shows that students' gender and grade do not have a significant impact on their learning effect in the smart classroom. Therefore, the smart classroom is universal and basically not affected by the individual differences of students, but there are still differences in different curriculum types. Compared with the traditional classroom, smart classroom is more suitable for tourism major courses. While the teacher teaches the theory, the students brainstorm, analyze, discuss and share the problems in combination with what they have learned. While the emerging teaching scene of smart classroom has many advantages, there will also be some problems in practical teaching. First of all, the smart classroom needs professional training for teachers and students,



resulting in a certain training cost. Secondly, the smart classroom is highly dependent on equipment, so the construction and maintenance costs are high. The failure of equipment in the teaching process will have a certain impact on the teaching effect. Finally, the smart classroom system platform resources are relatively rich, students with poor self-control are easily attracted by the web pages which are not related to the classroom content, which will affect the teaching effect of the whole course. Therefore, teachers need to improve teaching methods, enrich teaching content, innovate teaching design, and give students correct classroom guidance under the firm support of the school. Based on the development of tourism major courses in smart classroom, this study makes a preliminary exploration, hoping to help the informationbased teaching reform of tourism education in Colleges and universities, and provides some thoughts for tourism teachers on the transition between traditional classroom and smart classroom. The specific development design of tourism smart classroom can be further explored in the future.

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Title: Exploring the Future Trends of Short-form Video Marketing - The Study of Chinese Hotel Consumers' Behavior on TikTok

Authors: Fangming Wu, Ying Zhao and Liyang Dong

Abstract: With the booming e-commerce development in China and the increasing numbers of short-form video users, the TikTok platform has played a more and more powerful role in recent years. How to re-recognize and relocate the role of the TikTok Platform is worth reconsidering seriously both to consumers and hotel managers, as well as ByteDance itself (TikTok company). This study mainly aims to identify the future trends of Chinese hotel consumers' behaviors on the TikTok App about hotel marketing. The researchers conducted this study by a qualitative method including observations, in-depth interviews, Delphi method to explore the perspective of TikTok users and Hotel managers. The main contributions of this research would be the perceived gap and misunderstanding between TikTok users and hotel managers on TikTok's e-commerce capability.



Title: Can Gamification Motivate Tourists? Enhancing Engagement and Place Attachment through Gamified Smart Tourism Technologies

Authors: Dr. Smita Singh, Dr. Sojung Lee and Dr. Ken Tsai

Abstract: With the advent of the latest smart tourism technologies (STT), tourists engage in STT during trips, which leads to better experiencing destinations and attachment to them in a novel manner. Gamified features in STT have recently received spotlights in the technology context and has been found critical for fostering users' motivation to engage tourists into meaningful and effective activities at destinations. Utilizing self-determination theory and the engagement theory, this research examined the impact of tourists' intrinsic motivation to use gamified STT on technology engagement and place attachment. Findings indicated that tourists' intrinsic motivation can increase technology engagement with gamified STT. Furthermore, technology engagement positively and significantly impacted place attachment. The research provides a deeper understanding about gamification, as it features clear motivational benefits for both tourists and the destinations, to create shared value for all stakeholders.



Title: You Can't Win if You Don't Play! Perceptions of Event Gamification on Behavioral Outcomes

Authors: Annamarie Sisson and Elizabeth Whalen

Abstract: The value of the events industry is increasing worldwide. An essential component for successful events is creating a unique experience by offering gamification. A conceptual model is proposed, exploring pre-event game communication and its effect on attendees' value perceptions, willingness to participate, word of mouth intentions, and emotional commitment during gameplay at conference events. Analysis of variance and structural equation modeling were employed to evaluate the model using data collected from 177 attendees recruited from hospitality and tourism association network listservs and online research company. Results reveal perceptions of event gamification increase word of mouth intentions, willingness to participate, and emotional commitment. The study contributes to the knowledge of conference events with recommendations for incorporation of game elements for meeting planners to enhance attendee behaviors at the event. This study is among the first to examine positive behavioral outcomes of using games at conference events.

Keywords: gamification, events, willingness to participate, word of mouth

Type of paper: Full paper

Introduction

With increasing access to handheld technology, many people can live and socialize through digital environments; playing games is one outlet to enhance interconnectivity with others (Wang and Wang, 2017). Gaming plays a pervasive role in society as game elements no longer fulfill purely hedonic roles instead impact activities and learning as they are increasingly gamified (Koivisto and Hamari, 2019). The impact of gamification at conference events is two-fold: they get attendees to pay attention (Cvent, 2019) and boost productivity, participation (Harris, 2018). Although gamification in events is not new to the industry, the effort of game play incorporation continues to remain successful (Cvent, 2019; Event gamification, 2019; Harris, 2018). As the hospitality industry moves toward increased technology with digital and hybrid events, understanding attendees' perceived value of playing games at conferences and positive behavioral outcomes of using games at conferences is important.

Although the events industry has seen a drastic shift in service delivery methods during COVID-19 (Alonso *et al.*, 2020), the expansion of digital and hybrid events calls for more interactive attendee involvement. Interactive games can become an event staple to add value, even post-pandemic. Within gamification, rapid technology growth makes implementing and executing games at events within reach of every meeting planner (Sobitan and Vlachos, 2020). Gamification at events can boost user engagement, providing more interaction with event content, in theory, to increase attendees' overall experience and sense of belonging.

A review of the literature indicates there have been considerable gains in research regarding gamification in education, marketing, and technology. There is also some research regarding gamification for tourists which focuses on destinations (Alonso *et al.*, 2019; Xu *et al.*, 2017). However, the research in hospitality regarding positive behavioral outcomes does not include gamification in conference events.



Considering the nature of the industry, there may be a need to explore behavioral outcomes regarding game use at conference events.

The importance of returning to pre-pandemic business-related travel, is crucial for many destinations and hospitality organizations that support regional tourism (Gaskell, 2020). Travel especially in the form of conferences is invaluable, not solely for the hospitality industry, but also industries that utilize these interactions to conduct business and remain connected with leading trends in their respective sector (Vaananen, 2020). Therefore, the purpose of this study is to examine conference event attendees' value perceptions and their willingness to participate (WTP), word of mouth (WOM) intentions, and emotional commitment in game play at conferences. This exploratory study specifically compares pre-event game communication and its effect on attendees' pre-event emotional commitment and perceived value of the overall conference.

This approach makes the study unique among extant research that typically utilizes post-event attendee samples. Insight into how gameplay and their pre-event communication leads to positive emotional and behavioral outcomes offers a foundation for future research to explore types of gameplays, forms of game communication, event engagement, and sense of belonging within the event community. This will become increasingly important as organizations address returning to in-person travel and communication. By understanding pre-event value perceptions, both meeting planners and attendees will be able to assess benefits prior to committing to the financial requirements, and to balance potential health risks against those benefits.

Literature review

Gamification

Gamification will continue to be a trending topic supporting user engagement (Deterding *et al.*, 2011; Huotari and Hamari, 2012; Lehdonvirta and Hamari, 2010). Gamification refers to "the use of game design elements in non-game contexts" (Deterding *et al.*, 2011, p. 1). In the context of online sharing economies, gamification results in social interaction, productivity (Kovosito and Hamari, 2019), and motivation (Ryan and Deci, 2000). Additionally, it is an increasingly popular mode of customer engagement (Hamari and Tuunanen, 2014) within education, business, and technology related industries. In the form of mobile applications, game cards, scratch-off prizes, and adventure-seeking scavenger hunts, gamified play enters the daily life of anyone who owns handheld technology.

Market research by Limelight Networks (2020) indicates on average people play video games an average of seven hours per week, a 19.3% increase from previous years. Additionally, they found mobile phones are the most used devices for playing games. People interact with games for multiple reasons (Hamari and Tuunanen, 2014; Tuunanen and Hamari, 2012). Friends and family can easily enjoy them to spend time together, to compete, or to relax.

In other settings, games are used for educational purposes due to the increase in students' participation and learning outcomes (Fotiadis and Sigala, 2015; Hsu, 1989; Ruben, 1999). Hamari and Tuunanen (2014) concluded that gamification integration increases user engagement, such as activity and social interaction when implemented into a service. In more recent research from Zhang *et al.* (2020) and guided by SDT, behavioral engagement is highly affected by intrinsic and extrinsic motivators



through socialization in digital or e-commerce platforms specific to the hospitality industry. In classroom studies by Garbaya *et al.* (2019) and Wang and Wang (2017), the researchers found that game users were more engaged and responded positively to the overall experience of using the game due to an increase in socialization in a digital environment. Based on prior evidence of the positive impact of gamification on engagement and productivity, the researchers suggest attendees will have positive pre-event emotional commitment, value perceptions, and WOM intentions when made aware of gameplay opportunities at conferences.

Emotional commitment

Creating emotional commitment is about forming a relationship between the provider and the consumer where the consumer enjoys the partnership, sense of belongingness, and personally identifies with the product or service (Sui and Baloglu, 2003; Tanford *et al.*, 2012). Emotional commitment is a key antecedent to loyalty and positive behavioral outcomes such as repeat purchase and WOM (Bowen and Shoemaker, 2003; Flavián *et al.*, 2019; Sui and Baloglu, 2003). Specifically, for festivals and events, Tanford *et al.* (2012) found emotional commitment was the strongest predictor of loyalty and positive behavioral outcomes. They suggest planners should focus on increasing emotional commitment through fostering social capital for attendees, sponsors, and vendors. (Tanford *et al.*, 2012). Additionally, to reach the desired emotional commitment meeting planners seek, marketing participative game play is key for attendees to adopt desired behaviors at the conference (Moise and Crucheru, 2014).

Gamification uses techniques in non-gaming contexts through focusing on qualities such as enjoyment, emotional commitment, and engagement (Marache Francisco and Brangier, 2013). With game elements becoming a pervasive entity in daily life, playing games at a conference may influence perceptions of attendee's sense of community for the event. With the ability to play with others, attendees may show increased emotional commitment.

Perceived value of the game

Perceived value is a multi-dimensional construct that includes functional, hedonic (emotional), and social value (Carlson *et al.*, 2015; Helkkula and Kelleher, 2010). While past research defines perceived value uni-dimensionally (Zeithaml, 1988), recent research showed value reflects an evaluation of product attributes, performance, and consequences that either allow or prevent the customer from attaining their goals (Flavián *et al.*, 2019). Due to its complexity, evaluating customer perceived value should incorporate individual consumers' perspectives and experiences because value is created on the individual rather than organizational level (Gholipour and Moradi, 2021; Helkkula and Kelleher, 2010). Customers are inherently involved in the co-creation of value through pre- and post consumption phases of service offerings as individuals experience and co-create value (Helkkula and Kelleher, 2010; Mair, 2018).

Based on this understanding, attendees should perceive the value of the game and overall conference prior to attending. This concept of perceived value has been considered in multiple dimensions by researchers regarding sports events (Kunkel *et al.*, 2017; Sorrentino *et al.*, 2020), introducing five dimensions of consumer value: functional, social, emotional, epistemological, and economic. Within the current study, combining the knowledge within the research literature, attendees



will internally consider the utilitarian, hedonic, and social benefits of the game and the conference overall. Social value is expressed through the interactions and interactive experiences within proscribed social dimensions between customers and the organization (Carlson *et al.*, 2015). Hedonic value results from aroused feelings, including excitement, entertainment, and escape (Carlson *et al.*, 2015). Utilitarian value relates to perceptions of functional value attributes such as quality and reliability (Gholipour *et al.*, 2020).

Within marketing, by adding games or integrating technology, conferences can provide attendees with added value to generate the best experience through the combination of in-person and digital components, leading to higher value perceptions of the event (Flavián *et al.*, 2019; Patrício *et al.*, 2011). However, social and emotional value are stronger drivers of overall perceived value for tourism and events (Carlson *et al.*, 2015), leading to higher WOM (Rousta and Jamshidi, 2020). Experiencing joy from an event adds hedonic value to the overall event which positively affects their attitude (Chiu *et al.*, 2014; Peng *et al.*, 2014). Therefore, this current study focuses on those dimensions of perceived value.

Word of mouth intentions

With the increase in online game availability, there is also significant growth in consumer reviews of those products (Manuel and Tricahyono, 2018). WOM communication allows players to share their feelings and excitement with others, potentially inviting new players to the game (Huang *et al.*, 2017). Ignoring the strength of WOM weakens the overall impact of the event (Rezaei and Ghodsi, 2014). However, understanding WOM behaviors related to perceived values in the events industry has been limited. The assumption that attendees whose positive event experience should communicate positive WOM often holds true, however, it is unclear whether the positive WOM is due to the event only, the game at the event, or both (Park and Park, 2017). By understanding events that increase the perceived value of playing games at events, the researchers can further identify positive WOM intentions. Employing attendee engagement initiatives can create more value (Beckers *et al.*, 2018); therefore, attendees who actively play games could increase value of the event and WOM intentions.

Willingness to participate

Game participation can be defined as the ability to produce an effect that plays out within the game realm (Seering *et al.*, 2017). While participation in games at events can incorporate many themes, participation can be classified in two ways: spectating and participating. While some attendees may decide to join a game at the start or during the event, their actions would have no impact on the course of gameplay; however, their participation may directly impact outcomes of the game. Unlike many games today, games at events will continue even if the event had no attendees participating. Examples of gameplay at conference events include interactive trivia in general sessions, content quizzes motivated by social recognition or rewards, and scavenger hunts or passport/stamp booklets to increase session/booth attendance. Rauch (2013) suggests game levels—adapting to the player's expertise as they gain skill through play.

As more attendees participate, the outcome of the game increases. Attendees must be mutually aware of the game to interact, allowing goals to be defined (Drucker *et al.*, 2002). However, in marketing

gaming strategies at an event, meeting planners must first motivate attendees to participate and interact, giving them opportunities to pursue the goal of the game (Moise and Cruceru, 2014). With the increased availability of gaming technologies, attendee participation is also increasing. Mobile applications make interactive gameplay more accessible, creating several possibilities for engaging experiences (Benford *et al.*, 2004; Seering *et al.*, 2017), not only with participation in the game but with the overall event. Gameplay potentially allows the participant to achieve the event's main goals, which ultimately improves the value perception of the event (do Valle *et al.*, 2012).

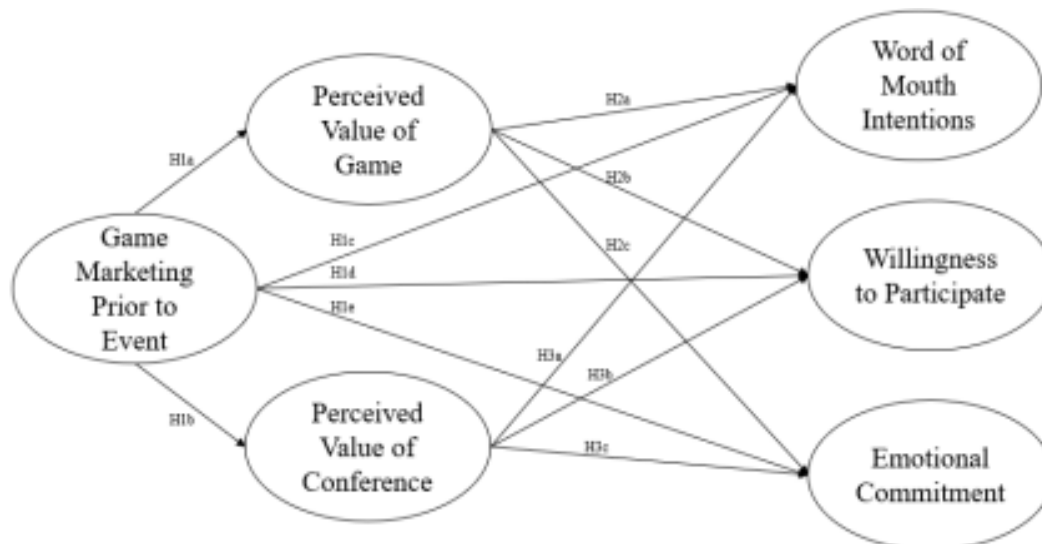
At the base of the perceived value of an event, attendees often compare their financial and emotional investment to what they earned from their decision to participate in the event, thus evoking higher satisfaction (Hyun and Jordan, 2019; Sorrentino *et al.*, 2020) or value. This perceived value has been associated with WTP in event activities (Byon *et al.*, 2013; Du *et al.*, 2015; García- Lández *et al.*, 2018; Howat and Assaker, 2013; Hyun and Jordan, 2019); thus, the researchers propose the following hypotheses and a conceptual model shown in Figure 1.

H1a: Game marketing prior to the event will increase the perceived value of the game.

H1b: Game marketing prior to the event will increase the perceived value of the conference.

H1c: Game marketing prior to the event will increase the intentions of WOM. H1d: Game marketing prior to the event will increase WTP in the game. H1e: Game marketing prior to the event will increase emotional commitment. H2a: Perceived value of the game at the conference will increase intentions of WOM. H2b: Perceived value of the game at the conference will increase WTP in the game. H2c: Perceived value of the game at the conference will increase emotional commitment. H3a: Perceived value of the conference will increase intentions of WOM. H3b: Perceived value of the conference will increase WTP in the game. H3c: Perceived value of the conference will increase emotional commitment.

Figure 1. Conceptual model of the impacts of pre-attendance game marketing for an event.





Methodology

Sampling and data collection

The target population consisted of individuals who attended a professional conference in the past and intend to attend additional conference events in the future. This population was chosen due to convenience sampling. The research participants ($N = 177$) were recruited through email from hospitality and tourism association network listservs and an online research company, Amazon Mechanical Turk (MTurk), broadening the conference event attendee participation sample. Participants were included based on attendance at past professional conferences and asked to consider marketing communication to attend the same conference again in the future. Instructional manipulation checks (IMCs) were utilized to ensure accuracy and quality of responses. For example, participants were asked to select “strongly disagree” at random to ensure attention was maintained for meaningful responses throughout the survey. Prior to the start of the survey, participants were provided a cover letter stating eligibility and purpose of the study; this allowed the researchers to remove those not the primary targets of this study. Respondents younger than 18 years old and incomplete responses were removed from data analyses. Respondents who completed the survey through MTurk were compensated for their time to complete the survey in its entirety following MTurk protocol.

Survey instrument

Based on previous literature, a survey instrument was developed including questions related to self-reported perceptions of value, emotional commitment, WTP, and WOM intentions. The survey contained seven sections. Section one contained three self developed questions asking about attendees last attended professional conference, how often they attend said conference, and their future intentions to attend that conference. Participants were then prompted to continue thinking about attending this same conference in the future. Participants were divided randomly into one of three groups. In the first group, participants were told about upcoming gameplay at the conference in which individuals competed against one another. In the second group, participants were told about upcoming gameplay at the conference in which individuals played together as a team. The third group was presented with a control communication that did not discuss the gameplay at the upcoming conference.

After a description of the conference, availability of the game and play style, participants moved on to sections three through seven. Section three contained five statements for emotional commitment (Sui and Baloglu, 2003), including the friendliness of colleagues, sense of belonging, and emotional attachment to return to the conference in the future. Section four contained 16 adapted statements for perceived value (Carlson *et al.*, 2015), including anticipation of feeling a sense of harmony with others, sharing ideas at the conference, anticipated sense of belongingness, anticipated feelings of enjoyment/excitement/joy/fun at the conference. Section five contained four statements for WOM (Maxham, 2001), including positively talking to others about the conference, recommending the event to others, and telling colleagues about the conference event. Section six contained five questions from Brown’s (2004) WTP scale, including participating in a game at a past conference, incentives for participation, likeliness to participate in the future, and reasons for not participating in the game. All



states were on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Section seven contained five demographic questions, including age, gender, ethnicity, and work experience. The initial survey was reviewed by two academic faculty for content validity. The completed survey was converted to an online format using Qualtrics.

Data analysis

A total of 314 participants accessed the survey from June 28 to June 30, 2020. Prior to data analysis, all incomplete responses and responses from those who did not meet inclusion criteria or failed to pass IMCs were removed from the dataset. After discarding incomplete and failed IMC surveys, 177 usable surveys remained in the dataset. Although removing failed IMCs reduced the total usable surveys, the researchers found this common practice to ensure meaningful responses from all respondents in the dataset (Aronow *et al.*, 2019).

The researchers analyzed the data to test the hypotheses using analysis of variance (ANOVA) and structural equation modeling (SEM) using SPSS and AMOS (Version 26). First, the model's reliability was tested to determine the survey's internal consistency (see Table 1). Next, confirmatory factor analysis (CFA) was performed to test the model fit. Next, SEM was performed to examine if the ability to participate in a game at a conference will impact perceived value, emotional commitment, and behavioral outcomes.

Table 1 *Inter-item Reliability Statistics (N = 177)*

Scale	Reference	# Items	Cronbach's α
Emotional commitment	Sui and Baloglu (2003)	5	.88
Perceived social value – conference	Carlson <i>et al.</i> (2015)	8	.94
Perceived social value – game	Carlson <i>et al.</i> (2015)	8	.95
WOM intentions	Maxham (2001)	4	.77
Willingness to participate	Brown (2004)	5	.84

Results

The demographic characteristics of the respondents are listed in Table 2. When asked about age, 24.9% of respondents identified as between the ages of 35 and 44; 57.6% identified as male, and 61.6% identified as Caucasian. Additionally, the researchers asked respondents about gameplay at conferences. A majority (58%) of respondents reported participating in a game at a past conference. If a conference offered a game component, respondents identified with wanting the following incentives to encourage participation: 34.7% gift/reward; 21.6% knowledge or experience; 20.5% complimentary registration; 11.9% would not want any incentive; 8% recognition. Not surprisingly, consumers often need to perceive benefits in enrolling in games or programs to be motivated to continue participation, more than information gathering (Wang *et al.*, 2018). When asked to name the last professional conference, over



45 different conferences were indicated from respondents, ranging in industries from business, education, and technology.

Table 2 *Respondent characteristics (N = 177)*

Variable	n	%
Age		
18-24	6	3.4
25-34	43	24.3
35-44	44	24.9
45-54	37	20.9
55-64	31	17.5
Over 65	10	5.5
Sex		
Male (including transgender men)	102	57.6
Female (including transgender women)	61	34.5
Prefer not to answer	8	4.5
Ethnicity		
American Indian or Native Alaskan	1	0.6
Asian	33	18.6
Black or African American	7	4.0
Hispanic or Latinx	10	5.6
White/Caucasian	109	61.6
Prefer not to answer	11	6.2
Years work experience		
Less than 1	7	4.0
1-5	56	31.6
6-10	52	29.4
11-15	22	12.4
16-20	21	11.9
More than 20	14	7.9

Analysis of variance and t-test

An ANOVA was conducted to explore the effects of perceived value on WOM intentions, WTP, and emotional commitment (Table 3). The ANOVA revealed significant differences in the perceived value of playing a game at a conference on all outcome variables: emotional commitment, $F(29,88) = 3.54, p = .00$; WOM, $F(29,88) = 5.28, p = .00$; WTP, $F(28,86) = 6.85, p = .00$. Additionally, the ANOVA revealed significant differences in perceived value of the conference on all outcome variables: emotional commitment, $F(31,145) = 9.59, p = .00$; WOM, $F(31,145) = 5.28, p = .00$; WTP, $F(31,141) = 2.80, p = .00$. The positive outcome toward behavioral intentions on gamification at conference events coincides with previous literature, which reveals that once a consumer experiences joy from a service, this affects their attitude and behavior, adding value to the overall event (Chiu *et al.*, 2014; Peng *et al.*, 2014). The overall



data analysis shows that attendees do place value on playing games at conferences. Highlighted in Table 4, *t*-tests of the differences between the control group (no gameplay) and experimental groups (team-based play, individual play) resulted in no significant differences at the $p < .05$ level except for a significant difference in WTP ($p = .01$). Specifically, the results found that attendees were less willing to participate when no game was offered (3.34 ± 1.31) compared to when a team-based play game was offered ($3.90 \pm .76$), $t(105) = -2.77$, $p = .01$.

Additionally, attendees were less willing to participate when no game was offered (3.34 ± 1.31) compared to when an individual game was offered (3.95 ± 1.02), $t(103) = -2.66$, $p = .01$. Although not significant, attendees were more willing to participate when an individual game was offered (3.95 ± 1.02) than when a team-based play game was offered ($3.90 \pm .76$), $t(110) = -.25$, $p = .81$. Although emotional commitment, the perceived value of the game, the value of the conference, and WOM intentions were not significant between experimental groups, the researchers found from the previous data analysis that attendees do perceive value in playing a game at a conference while affecting behavioral outcomes. This result could conclude that attendees may value the conference more than the style of gameplay at the event.

Table 3 Analysis of variance between three experimental design groups ($N = 177$)

			Sum of		Mean Square		
			Squares	df		F	Sig.
PVG	EC	Between Groups	58.15	29	2.1	3.54	.00
		Within Groups	50.00	88	.57		
		Total	108.05	117			
	WOM	Between Groups	41.37	29	1.43	5.28	.00
		Within Groups	23.78	88	.27		
		Total	65.15	117			
	WTP	Between Groups	97.97	28	3.50	6.85	.00
		Within Groups	43.92	86	.51		
		Total	141.89	114			
PVC	EC	Between Groups	104.99	31	3.39	9.59	.00
		Within Groups	51.23	145	.35		
		Total	156.22	176			
	WOM	Between Groups	57.42	31	1.85	8.84	.00
		Within Groups	30.39	145	.21		
		Total	87.81	176			
	WTP	Between Groups	76.81	31	2.48	2.80	.00
		Within Groups	124.87	141	.89		
		Total	201.68	172			



Table 4 Significant differences based on gamification offered (N = 177)

	IP Mean	TBP Mean	NG Mean	T	df	Sig. (2tailed)	Mean Difference
Emotional Commitment	3.61	3.71	3.64	.37	106	.72	.07
Perceived Value Conference	3.69	3.77	3.81	-.23	106	.82	-.04
Perceived Value Game	3.53	3.60	3.13	1.89	69	.06	.47
Word of Mouth Intention	3.22	3.23	3.29	-.38	106	.71	-.05
Willingness to Participate	3.95	3.90	3.34	2.77	105	.01	-.56

Confirmatory factor analysis

The results of the second step of the analyses, the CFA, revealed that the overall fit of the measurement model was good ($\chi^2(2) = 1.99, p < .00$; $\chi^2/df = 1.00$; RMSEA = .08; CFI = .91; NFI = .84; IFI = .91; TLI = .89).

Structural equation modeling

In the final analyses, SEM was employed to examine additional effects of perceived value on WOM intentions, WTP, and emotional commitment on playing a game at a conference. The goodness-of-fit statistics for the SEM model were good, $\chi^2(177) = 19.83, p = .00$; NFI = .96; RMSE = .15). The results from the SEM indicated that the perceived value of the game at the conference would increase WOM intentions, WTP, and emotional commitment, $p < .001$ (H2a-c were supported). Additionally, the conference's perceived value will increase WOM intentions, WTP, and emotional commitment $p < .001$ (H3a-c were supported). The path coefficients are presented in Table 5. A summary of the hypotheses is presented in Table 6.

Table V Path coefficients for structural equation modeling

	Estimate	SE	CR	p-value
PVG → WOM	.067	.011	5.869	<.001
PVG → WTP	.210	.024	8.870	<.001
PVG → EC	.097	.014	6.863	<.001
PVC → WOM	.803	.010	80.509	<.001
PVC → WTP	.811	.021	38.289	<.001
PVC → EC	.883	.012	70.735	<.001



Table VI *Summary of hypotheses*

Number	Hypothesis	Supported/Rejected
H1a	Game communication prior to the event will increase the perceived value of the game.	Rejected
H1b	Game communication prior to the event will increase the perceived value of the conference.	Rejected
H1c	Game communication prior to the event will increase intentions of word of mouth.	Rejected
H1d	Game communication prior to the event will increase willingness to participate in the game.	Supported
H1e	Game communication prior to the event will increase emotional commitment.	Rejected
H2a	Perceived value of the game at the conference will increase intentions of word of mouth.	Supported
H2b	Perceived value of the game at the conference will increase willingness to participate in the game.	Supported
H2c	Perceived value of the game at the conference will increase emotional commitment.	Supported
H3a	Perceived value of the conference will increase intentions of word of mouth.	Supported
H3b	Perceived value of the conference will increase willingness to participate in the game.	Supported
H3c	Perceived value of the conference will increase emotional commitment.	Supported

Discussion and conclusion

Conclusion

This study has examined conference event attendees' perceptions and their WTP in the gameplay at events, their emotional commitment, and perceived value of the overall event. While the option to participate in a game did not lead to differences in pre event perceptions of emotional commitment, the perceived value of a game at the conference enhanced willingness to engage with the conference through the game and WOM intentions. Additionally, pre-event perceptions of emotional commitment did increase the perceived value of not only the conference but also the game itself. With the critical need to increase attendee engagement, especially post COVID-19, games may be the answer meeting planners need. The overall impact of game elements at an event provides positive behavioral outcomes, including WTP and WOM. This research provides evidence that the perceived value of the conference and the value of the game increased willingness to engage with the game and willingness to engage in WOM behaviors. Consistent with previous research from Beckers *et al.* (2018) and Kolar and Čater (2018), which focused on factors affecting engagement behavior and found that generating additional event content that involves attendee engagement creates more value, thus increasing WOM intentions. With effective event marketing strategies, when conference event attendees connect with the game and create memorable experiences, WOM intentions thereby increase (Casaló *et al.*, 2017; Flavián *et al.*, 2019). This was true before the attendee ever



arrived, something that is crucial as the events industry rebounds from the global pandemic.

The results from this study indicate that the value placed on the game and subsequent conference will increase WTP. Extending ideas from Hyun and Jordan (2019), what we know about event attendees is that they want to compare their investment in the game to the outcome or decision to participate. In other words, the value they place on the event will be based on the decision to participate in the game at the event (Hyun and Jordan, 2019). The results also revealed significance in specific gameplay (individual play versus team-based play) with WTP. Many industries use games as a mode of consumer engagement (Hamari and Tuunanen, 2014) and provide unique opportunities for spectating, active, or passive participation (Seering *et al.*, 2017). Regardless of the mode or activity level of gameplay, attendees may join in simply for the social benefits (Carlson *et al.*, 2015). This held true in this study with pre-event marketing. Regardless of the style of play, the ability to play was the important factor rather than the method of play.

The results show no effect in gameplay (individual versus team-based play) on emotional commitment, the perceived value of the conference/game, and WOM intentions. However, this finding does not mean that gamification at conference events is not necessary. The researchers could deduce that attendees' commitment, value, and WOM intentions are motivated by the conference event itself rather than the game at the conference. Confirmed through the study by Sorrentino *et al.* (2020), the primary reason for attending events often varies by participants; thus, the results might mirror varying expectations among the attendees. In other words, attendees may not want or need a game at a conference event to evoke emotional commitment, overall value, or WOM. The style of gameplay may also change based on the kind of business conference. If the conference includes multiple employees from the same organization, those employees may find value in bonding with their colleagues through team-play or they may find value in friendly competition through individual-play. Further research is needed to understand the styles of gameplay and their impacts on different kinds of conferences with different kinds of attendees.

Incorporation of gameplay at conferences are abundant in both digital and traditional form. Virtual challenges or scavenger hunts through a mobile app GooseChase work well for larger groups. This app provides a list of things to find and do while allocating points to each activity based on the level of difficulty. Attendees are encouraged to check in at session and answer presenter and speaker questions. In a traditional conference event, swag swaps encourage attendees to meet new people while acquiring new products while walking photo contests build connections and award prizes for the best walk photo. Incentives and prizes are awarded based on points earned.

As more attendee's experience gameplay at conferences, the value perceptions of the interactions should also increase. The ability for event organizers to provide a medium for meaningful engagement between attendees increases the value of the event and the positive behavioral outcomes such as word of mouth and emotional commitment. Event organizers should strongly consider not only designing and enacting gamified elements during the event



itself but should also communicate the availability of the game elements and the benefits of participation. Event organizers should not assume all attendees are familiar with gamification nor should they assume attendees will automatically be ready to participate upon arrival. Instead, planners should market and explain the games, gameplay styles, and extrinsic and intrinsic rewards of participation. Through gameplay, organizers can utilize the benefits of self-determination and belongingness in a practical way.

Practical Implications

The study's findings have implications for conference meeting planners in the MICE/MEEC industry. Since the study found that emotional commitment significantly influenced the perceived value of the conference and the game at the conference, meeting planners should consider strategic marketing and mobile technology gaming decisions while executing their next event. Backed by SDT, intrinsic motivators aid in overall commitment to and value of (Ryan and Deci, 2000) to the event, and experiencing a sense of belonging increases emotional commitment (Helkkula and Kelleher, 2010). Therefore, utilizing gamification at a conference can be an important way for attendees to engage with one another. Targeted marketing showing leaderboard standings or minimal gameplay to gain rewards could prove valuable for both the attendee and conference meeting planner. This study shows that the gameplay itself is only part of the equation. Planners should also utilize pre-event marketing to promote gameplay and encourage excitement and participation before the attendees ever arrive.

In a recent study from Talantis *et al.* (2020), the use of gamification achieved just that. Attendees were provided fun activities and gallery space to post event photos during their conference, and the attendees felt more connected with their colleagues as the event ended. If the gaming element is easy to use and does not distract from the overall objective of the event, planners and marketing teams need to keep the goals and objectives at the forefront to create a better overall event experience. Additional examples of easy games to implement at conference events are golden tickets in the general session for a prize, breakout session prize drawings for attendees, and countdown trivia games to test attendee knowledge.

Additionally, the findings demonstrated no difference in perceived game value due to the type of gameplay (individual vs. team). This observation gives planners more flexibility in creating and designing the game to match the needs of the conference and the attendees. The most critical element in positive behavioral outcomes is emotional commitment prior to attendance. Planners should capitalize on these important qualities to help promote gameplay and engagement at the conference event. Extending previous research from Flavián *et al.*, (2019), strategic marketing of the gaming element at conference events leads attendees to gain higher value perceptions of the event. The researchers advise marketers to consider event value when planning events. As attendees have many events to choose from, a highly influential element of modern marketing strategies must prioritize the effort invested in developing event value perceptions to boost WOM intentions.



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Abstract: Being one of the most marginalized groups in Hong Kong, foreign domestic helpers (FDH) face numerous challenges. With low wages and one day off per week, and required by law to live with their employer, they can only rest and meet friends in public spaces, such as parks and footbridges. The COVID-19 pandemic and subsequent social gathering bans further deprive FDHs of their leisure. Hence, this study explores the use of public spaces by FDHs to understand their leisure needs and constraints before and during the pandemic. In-depth interviews with FDHs were conducted. Findings revealed their leisure patterns and needs, which can be analyzed by location and experience. As for leisure constraints, time, money, and extra work requests were the main problems before the pandemic. However, additional COVID-related restrictions from the government and from their employer further reduced their leisure opportunities, resulting in feelings of discrimination and alienation.

Keywords: public space; leisure; migrant worker; COVID-19 pandemic

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Introduction

Conflicts between tourists and local residents over the use of leisure spaces are not uncommon, especially in urban areas. Apart from residents and tourists, there is a third group of users of public spaces in Hong Kong who are often neglected: foreign domestic helpers (FDH). There are approximately 370,000 foreign domestic helpers in Hong Kong, mostly from the Philippines and Indonesia (Census and Statistics Department, 2018). FDHs are an *in-between* group in Hong Kong: neither tourists nor locals. Although they work and reside in Hong Kong, they do not have the right of abode (Chiu & Moy, 2013). The “live-in” rule made them *homeless* in a sense—living as “others” in their employer’s house. Working alone and without any family in Hong Kong, congregating in public spaces is the only way for FDHs to spend time with friends from the same homeland, which is crucial to their well-being. As these hang-out spots are usually outdoors, they need to withstand the heat, rain, or wind, yet nothing stops them from coming out to spend precious time with their peers (Sung & Chan, 2015). When examining the issues of leisure space in Hong Kong, the needs and opinions of FDHs, who are arguably the most marginal, forgotten, and silent group in the society, cannot be ignored.

While the COVID-19 pandemic has influenced the lives of people around the world, the 370,000 foreign domestic helpers in Hong Kong are arguably one of the communities that are the hardest hit by the pandemic. At times the government implemented different testing requirements for Hong Kong residents vs. FDHs, which caused confusion and increased the sense of discrimination felt by FDHs. The “social gathering ban” also puts limits on the size of group gatherings in public places, with hefty fines that are more than FDHs’ one-month salary. Before the pandemic, the social gatherings of FDHs in



public spaces on Sundays have caused conflicts and debates among different groups. For example, the Leisure and Cultural Services Department (LCSD) has received complaints of “Obstruction of public places,” “Unlicensed hawking,” “Noise nuisance,” “Obstruction to scavenging operations,” and “Sleeping and playing music on the lawn” with regard to the gatherings of FDHs (Government of HKSAR, 2018). After the outbreak of COVID-19, the changes and control measures brought on by the pandemic further restricted the scarce leisure opportunities of FDHs. Hence, this study aims to explore the leisure needs of foreign domestic helpers in Hong Kong, their use of public space for social gatherings, and the impact of the COVID-19 pandemic on their lives and leisure activities.

Literature Review

Hong Kong is an international city with many expatriates and migrant workers. Since the 1970s, Foreign Domestic Helpers (FDH) have been living and working among Hong Kong people as helpers to those who require an extra pair of hands at home (Labour Department, 2018). Despite so, FDHs are different from all other international migrants in Hong Kong. They earn less than the Statutory Minimum Wage. They are required by law to live with their employers. They cannot apply for the Right of Abode, regardless of their length of residency in Hong Kong. Moreover, they are frequently mistreated by employers, such as taking away FDH’s statutory holidays and making them work overtime even though FDHs are already underpaid (Constable, 2007; Ladegaard, 2013). Being an FDH in Hong Kong would mean that FDHs have to leave their families and work in a foreign country. This is especially straining for FDHs who are mothers, as their children would grow up without their presence. Madianou and Miller (2011) also highlighted that children may end up resenting their mothers for “asymmetry in communication” (p.465).

FDHs in Hong Kong are relatively restricted and oftentimes helpless in their circumstances as domestic workers. Religion is often used as a coping strategy to help them deal with the challenges and hardships in their lives. They may use social resources like church to build social networks in order to distract themselves and seek channels of connection and ties (Nakonz & Shik, 2009; Yap, 2015). When facing problems that cannot be changed, an alternative way of thinking is to redefine the problem and leave it to god or fate (Constable, 2010; Lai, 2011; Yap, 2015). The culture of their homeland is also very important for the well-being of FDHs. Group social activities, such as Sunday gatherings, cultural performances, and organized parades, all reflect the strong social identity and ties of domestic workers (Lai, 2010; Lai, 2011; Yu, 2009). Yet FDHs’ social gatherings and use of public space have not been thoroughly researched. According to Badshah (1996), there are four types of marginal communities: the marginal, the forgotten, the silent, and the undesirable. FDHs in Hong Kong may fall under multiple categories. When dealing with issues of public space in Hong Kong, their voices cannot be ignored. By bringing FDHs into the discussion, findings may shed light on an alternative path or common ground between conflict and social integration, not only regarding park usage, but for the overall society of Hong Kong.



Methods

To explore the use of public leisure space by foreign domestic helpers (FDH) in Hong Kong during the COVID-19 pandemic, semi-structured interviews were conducted with foreign domestic helpers. As Indonesia and the Philippines are the two main nationality groups within FDHs, purposive and quota sampling were used to recruit Filipino and Indonesian FDHs as participants for this study. Data collection took place over several months, since the FDHs can only be interviewed on Sundays. FDHs of different nationalities tend to gather in different areas. Filipino FDHs tend to gather in Central while Indonesian FDHs usually gather in Causeway Bay. Therefore, data collection took place in these two areas. A total of 23 in-depth interviews were conducted from April to September 2021, including 12 Filipino and 11 Indonesian domestic helpers.

Findings

The interview content covered four main topics: 1) their leisure activity pattern on Sundays, 2) feelings towards the space and towards gatherings with friends (e.g., meaning, importance), 3) interactions with other groups and conflicts, if any, 4) changes to their leisure activities due to COVID-19 regulations.

First, FDHs' leisure needs can be analyzed from two perspectives: Location and Experience. In terms of location, due to the lack of their own private accommodation, they cannot rest at (their employer's) home. When choosing the location for their gatherings, most people prefer spaces that are: open, large, outdoors, free (e.g., parks), comfortable, relaxing (e.g., allow them to lie down), and safe (e.g., not next to the road, secluded). Some people also expressed a preference for places that are quiet and not too crowded, while others prefer more lively places. These sentiments reflect what is lacking in their accommodation environment. Moreover, the physical attributes they need in their leisure space are roof and storage. Some expressed the dream of having a building or shelter just for FDHs. Storage was also considered important because some of their leisure equipment (e.g., picnic mat, portable gas stove, karaoke machine) was vandalized by others. Accessibility was deemed important as well, as most of them have a limited budget for their Sunday leisure activities, ranging from HK\$10 to \$200, and cannot afford to spend too much on public transportation.

What do FDHs need from their leisure experience? In alignment with the functions of leisure, to rest, relax, and recover from work is a main experience they sought through leisure. Leisure also allows people to experience autonomy and freedom of choice (Carr, 2017). For FDHs, the sense of autonomy and freedom they feel through their Sunday activities can be as simple as eating whatever they want (i.e., food from their homeland), since typically they cook and eat what their employers want at home. Privacy emerged as another important theme. Living in their employers' house, the non-work activities they do at home (e.g., video-chat with family) are under the watchful eyes of their employers. Only on Sundays can they engage in certain leisure activities in private. Lastly, having everything available is a valuable aspect of FDHs' leisure experience. They explained how it is easy to buy everything they need for their Sunday activities in the vicinity of their leisure location (e.g., Central, Victoria Park, Ma On



Shan), and the content in having everything convenient and available for them.

FDHs face many constraints in their pursuit of leisure. Before the pandemic, time and money, unsurprisingly, are the two main constraints. Although legally FDHs are entitled to a full 24-hour rest period per week, many employers require them to work (e.g., cook breakfast, lunch) before going out on Sundays. Many employers also set a curfew for FDHs to return home by, for example, 7pm, because they want the FDH to bathe the kids and prepare kids for bed. As a result, FDHs' leisure time is cut short. With only a few hours of free time, some FDHs find their leisure activities restricted and they cannot visit other places or explore different activities. It should also be noted that not all employers would give additional pay when requesting FDHs to work on their rest days. Transportation costs and other costs (e.g., admission tickets) also limited FDHs' choice of leisure activities.

Since the outbreak of COVID-19, the situation concerning FDH's freedom and leisure worsened. Due to the social distancing restrictions imposed and the "stay home" appeal from the government, many FDHs were not able to leave the house on their rest days. Some employers expressed the wish that FDHs only go out once or twice a month. In addition, some employers become more controlling of the FDHs' leisure activities, such as not wanting them to join large group activities and not wanting them to share food with others. Some employers requested to see the photos or receipts of the food eaten, to ensure that FDHs didn't eat/share food that may be "contaminated." Moreover, during the peaks of COVID-19 cases, many religious services were banned, which was particularly devastating to FDHs, as religious gatherings were one of their few sources of mental support and sense of community outside of their employer's house (Yap, 2015). Lastly, policing and surveillance, by not just the police force but also the general public, made FDHs feel extremely scared and more discriminated against than ever before. For example, strangers would approach the FDHs, telling them to wear masks, but would not say the same to other mask-less individuals who appeared to be Hong Kong locals. FDHs were also commonly photographed by strangers, which made them particularly worried about being fined for violating social distancing regulations.

Discussion

The findings of this study offer insights into the unique functions of public leisure spaces to reflect social problems and build communities. Although the gatherings of FDHs on Sundays and other holidays might have resulted in crowding and conflicts, they are also opportunities for different groups to observe, interact, and learn from one another. Being one of the most marginalized and underprivileged groups in Hong Kong, FDHs face more challenges in their lives and leisure during the pandemic. This study sheds light on their leisure needs and constraints, many of which are exacerbated by the pandemic but rooted in existing social problems, such as the mandatory "live-in" arrangements. By understanding the needs of FDHs from a leisure perspective, this study hopes to inspire policy changes that can improve their living and work conditions and ultimately enhance their sense of belonging and integration in Hong Kong. Recommendations will be made to enhance urban planning and leisure services, provide alternative solutions to meet the leisure needs of diverse groups, and offer insights on the issues of public space, recreation, and well-being for all to achieve a more inclusive



society.

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