BX3095

Assessing outcomes, satisfaction, well-being and learning

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Roadmap of this subject

TOURIST
- Culture
- Demographics
- Social networks
- Personality
- Values
- Experience
- Attitudes

Motives

Choice

Travel

Images

Activities/attractions
Setting
Facilities
Service
Hosts
Other Tourists
Management

DESTINATION

Tourist Experience
- Activities

OUTCOMES
Tourists
 - **satisfaction**
 - complaints
 - learning
Tourism
 - income
 - advertising
 - support
Hosts
 - income
 - social contacts
Setting
 - conservation

We need to understand these

to manage this

to improve these

Pearce (2005)

Measuring outcomes – an outline

- Changing models, changing measures
- What really is satisfaction?
- Avoiding beginner's mistakes
- **Dominant approaches**
- New and experimental directions
- Information collection methods
- Presentation and communication issues
- Closing the loop-using the information

Measuring the customer experience
Changing models, changing measures

- Early business measures – exclusive focus on sales

- Recognition that this overlooked the cost of accessing each customer

Measuring the customer experience
Changing models, changing measures

- Added focus on satisfaction and loyalty (sales still matter)

Improving Financial Performance Through Improving Customer Satisfaction

$ Incremental Improvement in Financial Performance

Enhanced Loyalty
Positive Word-of-Mouth
Price Premiums
Reduced Operating Costs
Better Customer Close Rates
Increased Customer Spend

The customer satisfaction industry
- books, companies, web sites, systems and data

Changing models, changing measures

- Experiences which reach beyond satisfaction may relate to such outcomes as achievement, aesthetic appreciation, challenge, and excitement.

- An instrumental versus expressive distinction (Noe 1999)

Instrumental VS. expressive attributes

- **Instrumental** components of satisfaction refer to the physical products or the means to the travellers' goals.

- **Expressive** components of satisfaction refer to the psychological meaning and experience attached to more holistic and less tangible setting features.

In Paluma rainforest context

- Assessing the parking spaces, the communication service, BBQ facilities, seating, toilets, showers, walking tracks, signs, lookouts,

- Reactions to scenery, beauty, wildlife and achieving the goals of visiting

So what really is satisfaction?

- We are so used to customer satisfaction questionnaires that we can tend to think the sum of responses to a scale is satisfaction.

- Wrong XXX!!

- Satisfaction and all the other responses of interest such as awe, respect, enjoyment are 'after the experience' attitudes towards the product, service or experience

Attitudes - implications

- If satisfaction (and its friends) are really after the experience attitudes what does this mean?

4 big implications

1. It means like other attitudes, post consumption attitudes have emotional, cognitive and implicit behavioural components

2. It means post consumption attitudes are a part of social life and talk and will change according to (social) context.

Attitudes – implications (cont.)

3. As summary statements about a product or experience they may be composed differently for different people.

4. As attitudes they fit into people's larger views of how society works –what are called people's social representations or everyday theories about aspects of the world and business.

So what are we measuring?

- We are measuring complex, post consumption attitudes which have emotional, cognitive and implicit behavioural components expressed ordinarily in talk and conversation and which are constructed in different ways for different people and integrated into their views of how parts of the world work.
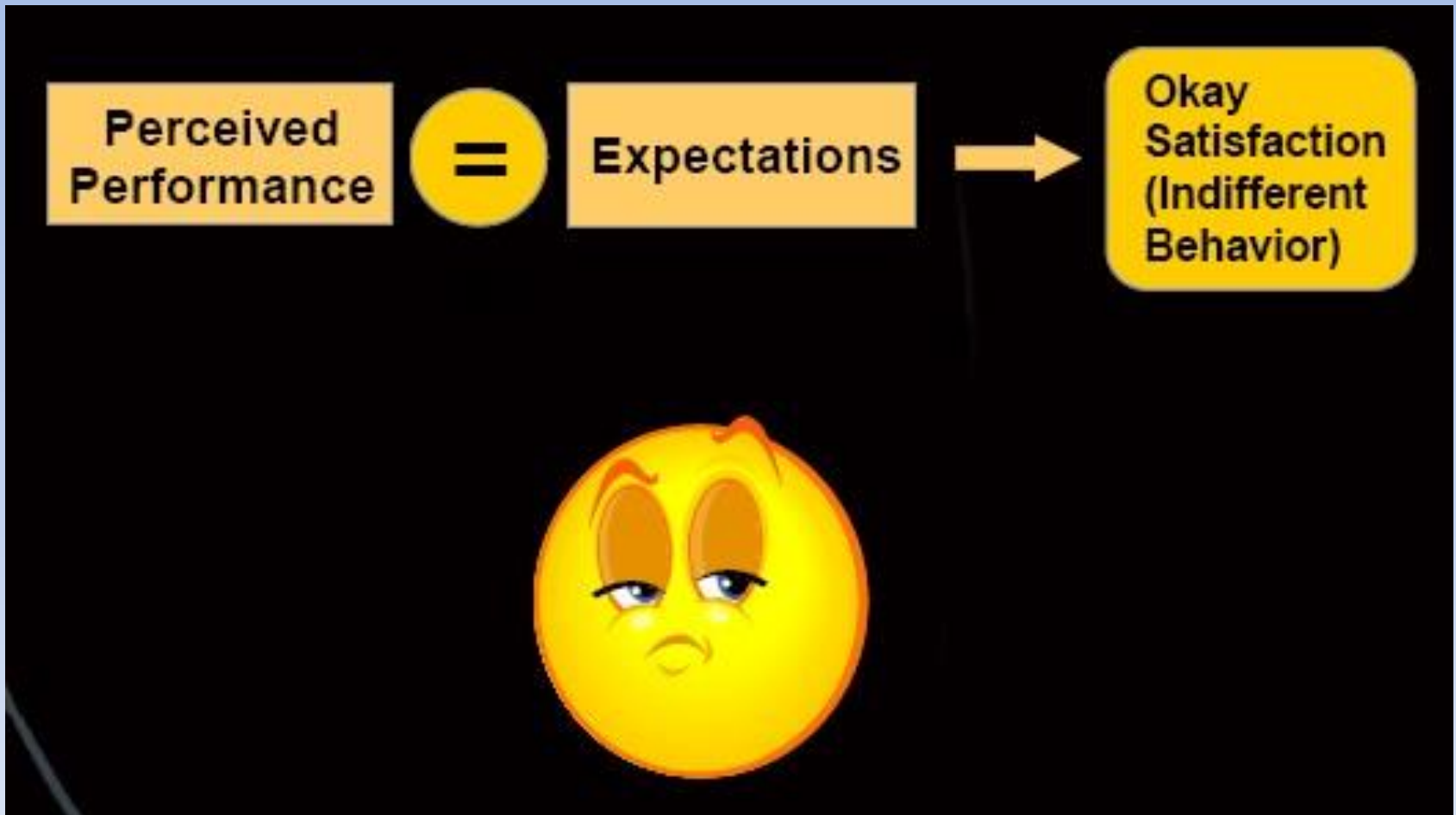
Dominant approaches: The concepts

- The expectancy – disconfirmation paradigm (EDP)
- Importance – performance; an after the experience only approach
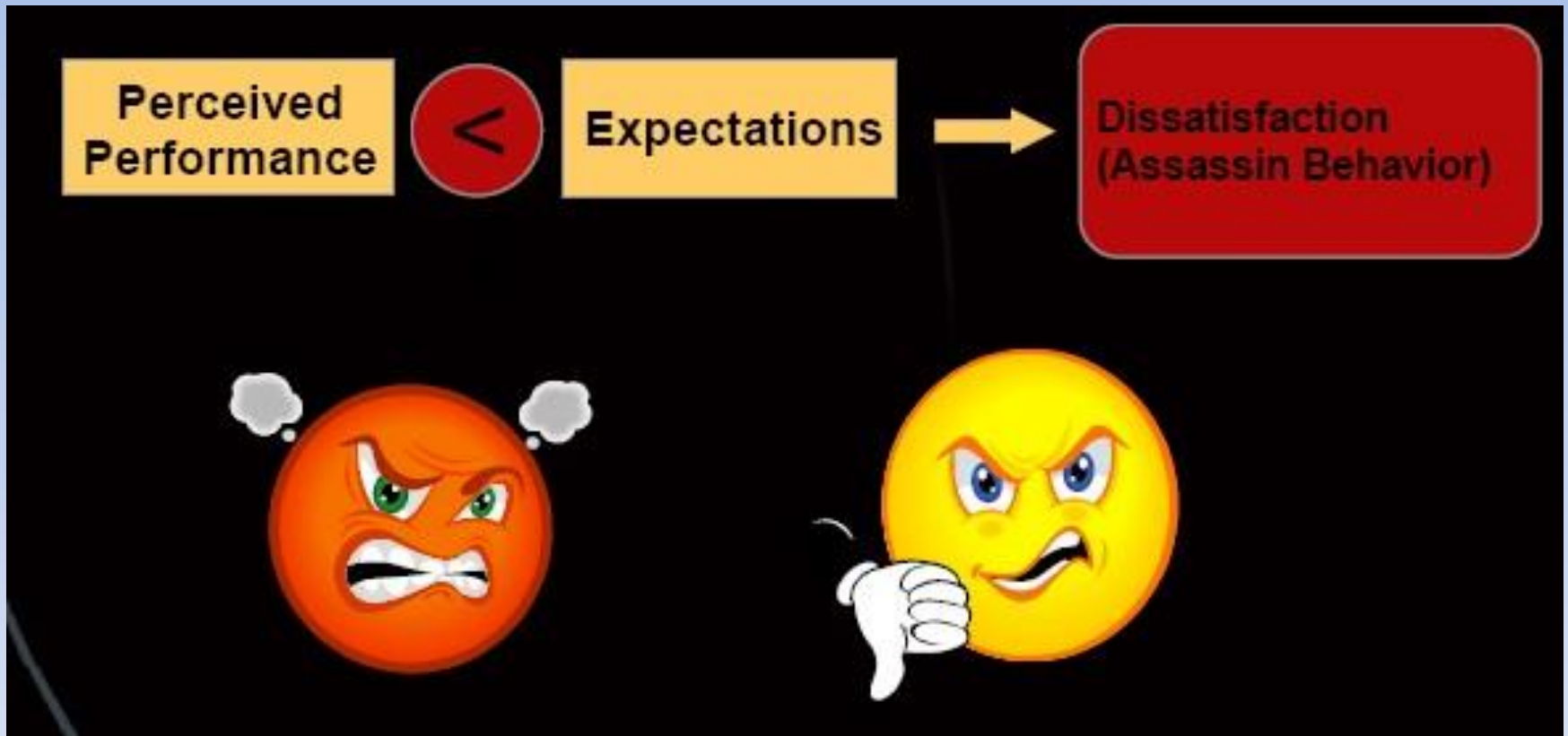- Benchmarking - internal, external and inquiry variants

The expectancy – disconfirmation paradigm
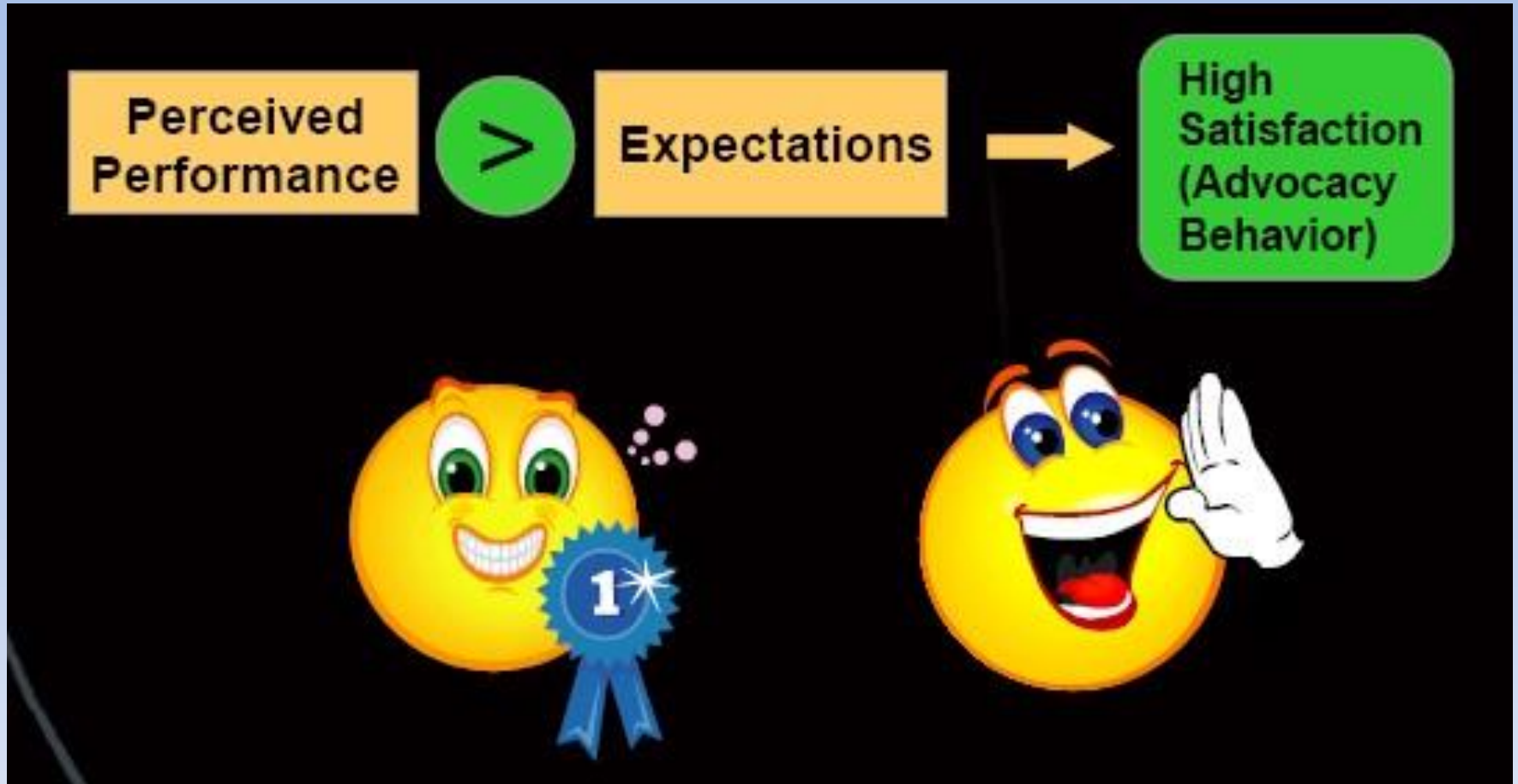
The expectancy – disconfirmation paradigm

The expectancy – disconfirmation paradigm

EDP model: widely used

Company mission: "We aim to exceed our customer expectations"; "more than you can dream"; ….

- Scientific motor body works, http://www.smbw.com.au/what-we-do

- TNT express, http://www.tnt.com/express/en_jp/site/home/about_us/mission_and_vision.html

- Bendigo and Adelaide Bank, http://www.bendigoadelaide.com.au/public/about_us/our_vision.asp

- Epson Exceeding In, http://www.epson.co.uk/Explore-Epson/About-Epson/Stakeholder-Engagement/Epson-Exceeding-In/1223288286556

- Lifestyle Fireplaces, http://www.homeimprovementpages.com.au/connect/life_style_fire_places/service/100639

- Hainan airlines, http://www.hainanair.us/our-promise.aspx

EDP model: Measurement

Usually a set of survey questions about facilities/components to see if they meet expectations (e.g. customer feedback form: Accor hotel group Australia)
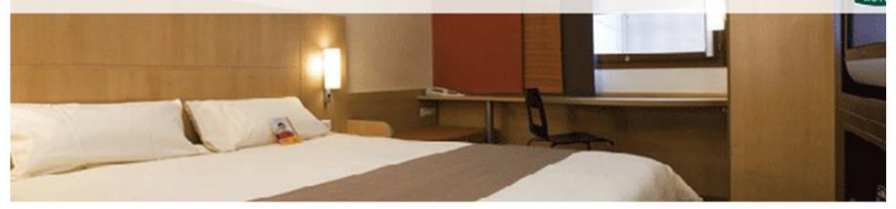http://www.accorhotels.com/gb/australia/index.shtml

Accor Hotels & Resorts – extensive use of EDP

Accor group: Brand Portfolio

EDP approaches - Challenges

- Do not always have clear expectations
- Challenge in getting measures before the consumption of product/experience
- Often forced to ask consumers to weigh present experience against remembered expectations

EDP approaches-Challenges

- Experience may be very different to expectations but still good
- Tends to suit very frequently used, predictable products and services

Importance - performance approach (IPA)

Characteristics

- Asks how important a component /element is and then how well it has performed

- Focus is on only after the consumption measures

- Well known for producing plots (2D images) of performance against –importance

Benchmarking - characteristics

- Three forms

Internal - current performance against past performance or other parts of the business

External - current performance against data from competitors

Inquiry - rating of current performance by customers bearing in mind comparisons with similar businesses.

Provides much good comparative information

Benchmarking-challenges

- Sometimes difficult to get external benchmarking data
- There may not be comparisons which fit unique products or services
- May not want to know how you compare but how well you are doing to your own criteria.

Three hotels-three approaches

- Benchmarking
- Expectations and Direct Performance

Are Macao tourists satisfied?

Macau is small, special administration region of China. It is known as "oriental Alaska". It is filled with luxurious hotels that lure gamblers and golf enthusiasts from all over the world, and had been fast becoming one of the most popular tourist spots in Asia.

Research background

- The International Tourism Research Centre (ITRC), has set up the Macao Tourist Satisfaction Index (MTSI) to **measure the satisfaction of Macao visitors across tourism-related service sectors**

- 10 tourism related sectors in Macao are measured. They include casinos, events, heritage attractions, hotels, immigration services, non-heritage attractions, restaurants, retail shops, tour guides/operators, and transportation services.

- The overall satisfaction index is then collated via a statistical modelling process.

Findings

- The findings suggest an inverse relationship between tourist satisfaction and tourist inflow. It was found that the MTSI is the lowest in Q4 (peak season) and hits its highest point in Q2 (low season).

- In comparison with TSI from other destinations, Macao's overall MTSI (70.75) is lower than the 72.65 recorded in Hong Kong in 2009.

- Fewer tourists are satisfied with the hotel and restaurant sectors (industries) while more are satisfied with the heritage and event sectors.

- Differences in the satisfaction scores of different sectors can be attributed to discrepancies between tourists' expectations and perceived performance as well as between the value they expect and the actual value they receive.

New and experimental directions

1. Emotion wheels

- Daily diary or response sheet records a range of emotions

- Suits services/experiences over time (e.g. cruise ship, guided tour, resort stay)

- Provides a rapid visual appraisal of individual and group responses.

- Little used – just being developed

Source： Coghlan, A., & Pearce, P. (2010). Tracking affective components of satisfaction. *Tourism and Hospitality Research, 10(1), 42-58.*
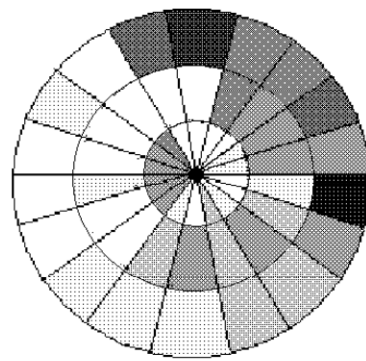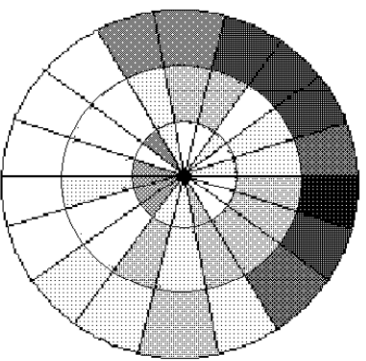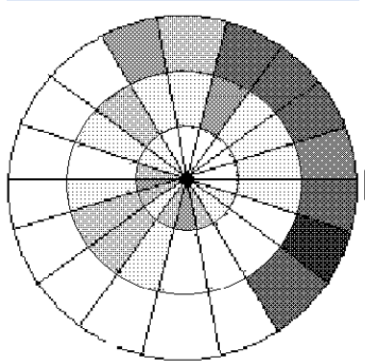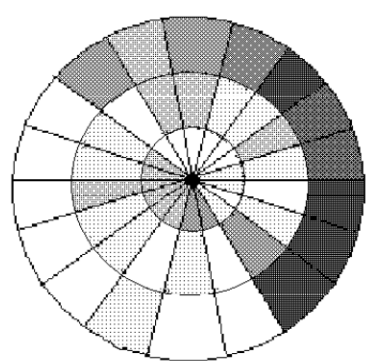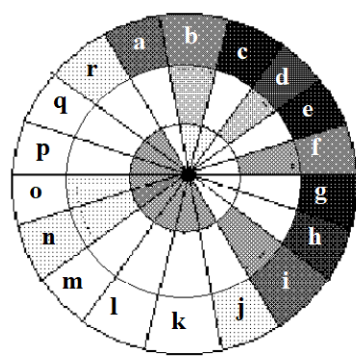
Elements of an emotion wheel
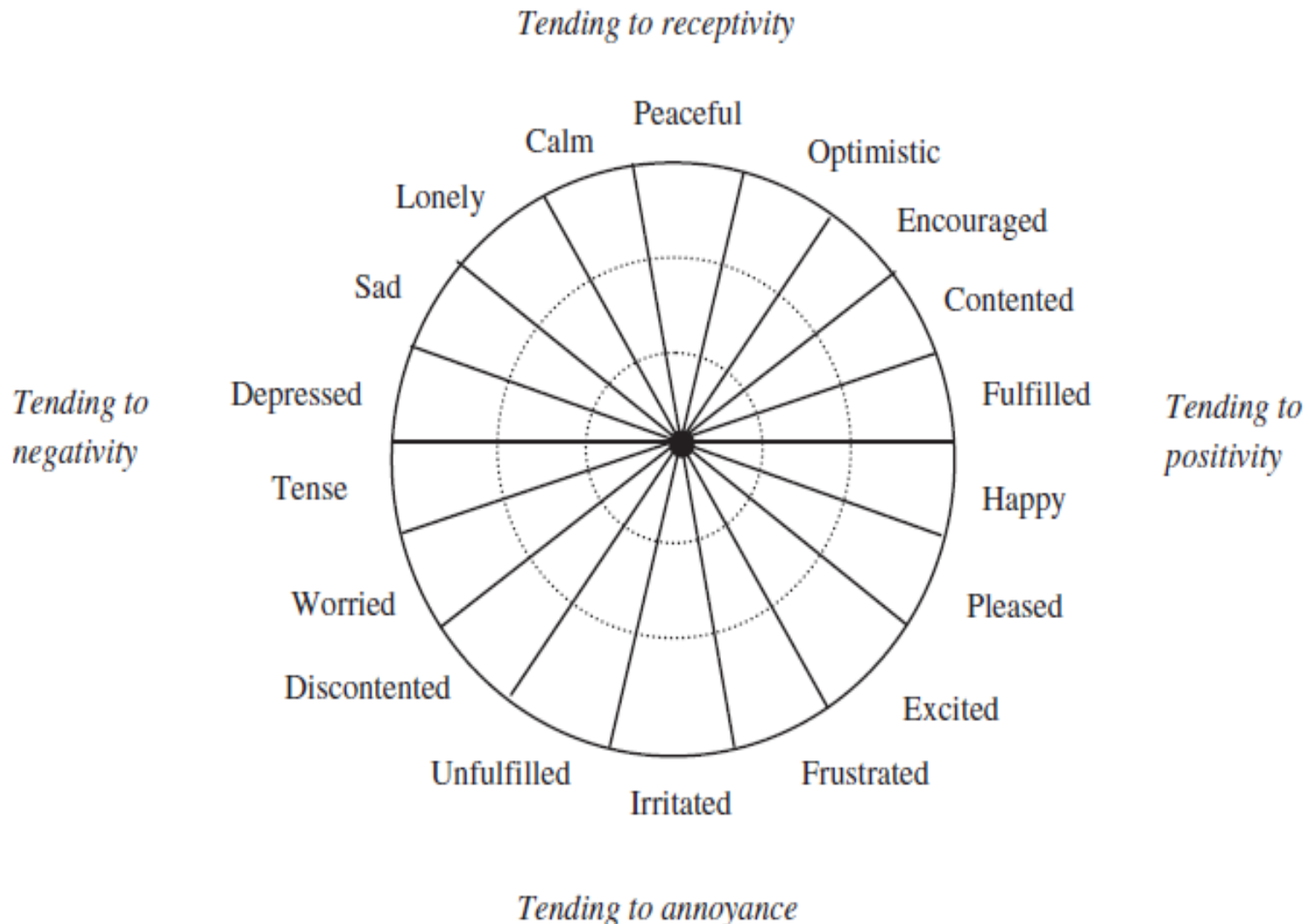
Day 1   Day 2   Day 3   Day 4   Day 5

Day 6   Day 7   Day 8   Day 9   Day 10
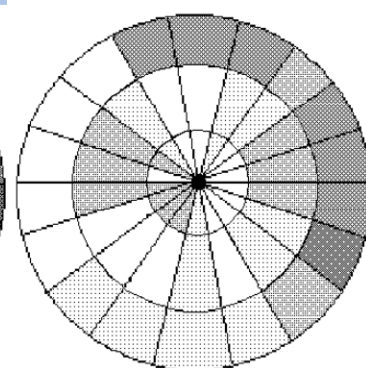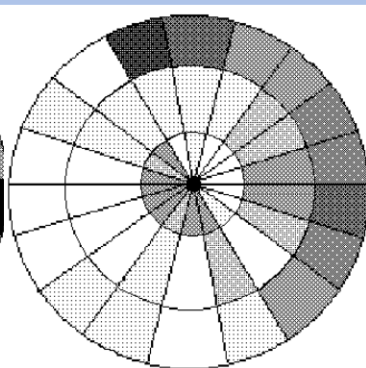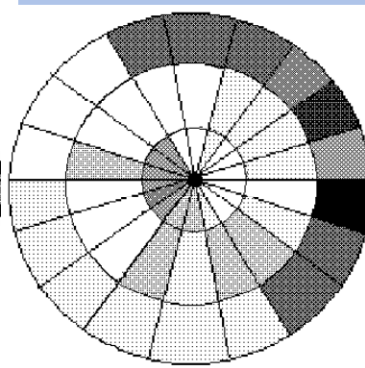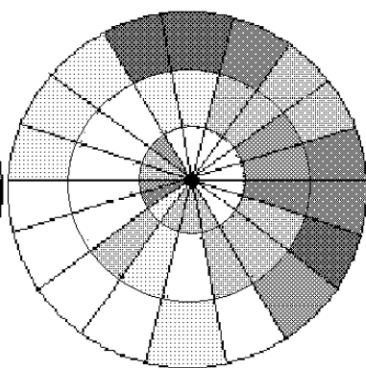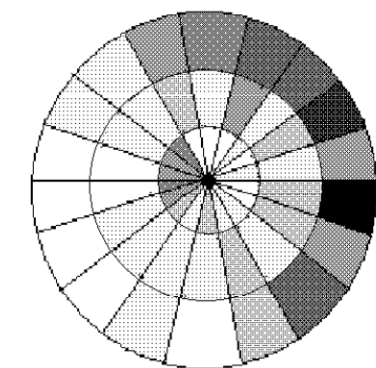
(b)

tending to receptivity
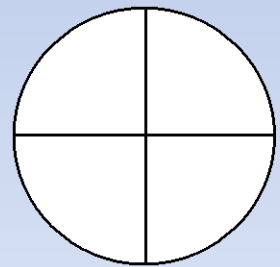
tending to negativity   tending to positivity

tending to annoyance

(a) Number of people
1 2 3 4 5 6 7 8 9
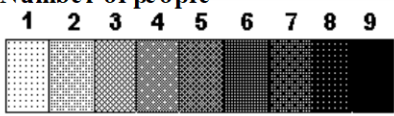
(c)

a=calm   j=frustrated
b=peaceful   k=irritated
c=optimistic   l=unfulfilled
d=encouraged   m=discontented
e=contented   n=worried
f=fulfilled   o=tense
g=happy   p=depressed
h=pleased   q=sad
i=excited   r=lonely

Emotion wheels collected over a 10 day period

New and experimental directions

2. Reconsidering complaints

- Complaints a small per cent of customer responses

- The psychology of complaining – individual and cultural differences

- Situation (attribution of responsibility) circumstances affect complaints behaviour

- Can reconsider as "Suggestions for improvement"

New and experimental directions

2. Reconsidering and Managing complaints
Need to consider:
- Who ?
- How many?
- What?
- Can it be changed?
- Is it worth it?

Information collection methods

- Collecting the data is a communication and a part of the customer experience
- Representativeness of information collected is a an issue for all methods
- Survey methods common – need clean questions, assessing all parts of attitude = knowledge, emotion, likely behaviour and importance
- Need skills to construct and analyse survey

Information collection methods

- Focus groups
- Mystery shoppers: under-cover boss

http://www.bestmark.com/hotel_mystery_shopping_cem.htm

- Managerial staff wandering around and talking to customers
- Blogs

Presentation and communication issues

- Numbers and tables
- Figures and graphs
- Data embodied into "customer ..."

Closing the loop: Options for using the data

- Who gets to see the information and how often?
- Major link to business strategy and integration
- Regular meetings with all levels of staff
- Displaying data throughout the organisation
- Rewards and incentives for staff delivering the superior experience

Measurement in general

"Cannot manage what you cannot measure"

- Tourist and leisure experiences fit this cliché
- But so too do all the other measures about employee performance and their behaviour in relation to achieving customer outcomes

Learning and skill development

as outcomes
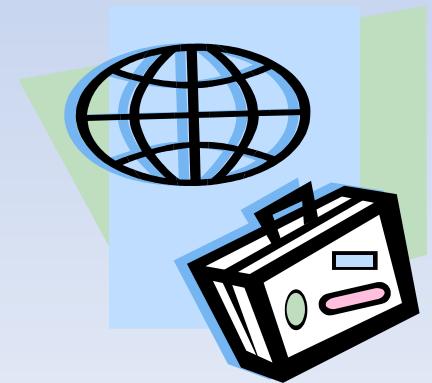
Education, knowledge acquisition and tourism

- Education and knowledge acquisition have long been themes guiding tourism

- Learning in Western cultures through travelling

- The 'Grand Tour' in Europe: A tour of the principal cities and places of interest in Europe, formerly supposed to be an essential part of the education of young men of good birth or fortune

- Transfer of knowledge did take place some skepticism about individual behaviour

http://www.vam.ac.uk

Learning in oriental culture through travel

"Ten thousand scrolls are no better than a journey of ten thousand miles"

- Confucian thinking

Travel is not only a process of practice,

but also an efficient educational

process

Modern tourism and learning

- The new Grand tour - Asia in the 1970s. The hippie trail to Kathmandu
- Multiple educational tours with learned guides
- Promotion of companies and Universities to encourage travel:
  - Life is Short. The World is Large. Study Abroad.
  - Study and Travel in Australia
- A current educational tourism initiative between JCU and local tourism industry - do parts of subjects and be in the local environment with tour operators

Visitor learning

Learning can be defined as an enduring change in information and behaviour for the individual

Aspects of visitor learning

- Facts

- More general knowledge

- Attitudes and social representations

- Skills and competencies

Factual information

- How long, high, big, who has the most where is etc.

- A fascination with numbers and scores

- De Botton - travel is a chaotic curriculum - all kinds of information juxtaposed

- Tourists' specific knowledge recall not always very good. Studies in national parks show that the methods and styles of asking also influence the judged knowledge gains

- Self report knowledge gains and an interest in learning more are other indicators of specific learning

Consider a local attraction: Paronella Park

What do you learn when you go to a place like this?

Awaken Your Senses ...

Paronella Park

The kind of learning

- Some facts about the history
- A general awareness of the location
- Recall about specific experience –food , weather, incidents
- Key points about a story
- Something more general and inspiring about hard work, dedication dreams, love?

How can we assess knowledge gains?

- Quizzes
- Conversations
- Reactions to scenarios
- Reading blogs

Multiple ways to assess knowledge gains

True/false questions about appropriate visitor behaviour (Woods & Moscardo, 1998)

John and Kate were visiting the Great Barrier Reef for the first time. When their boat arrived at the reef they decided to go snorkelling straight away so they could see what the reef was really like. Kate was not as strong a swimmer as John and got tired. She found a place on the reef where she could stand on the coral and have a rest. John was a strong swimmer and he found a place where there were many different types of coral. He very carefully touched some to see if they were as different as they looked. After a while both Kate and John went back to the boat for lunch. They threw their orange peels into the ocean. After lunch John went diving and saw many different fish and other marine creatures. It was such a great experience that he collected a very small shell to take home so that he would not forget the day. Kate went snorkelling again and this time fed some bread from her lunch to the fish to get them to come close to her. She took some photographs of the fish by resting the camera on some coral and she was able to touch some of the fish. John and Kate had a great day on the reef.

Connecting an interest in visitor behaviour outcomes to researching business skills development

- This subject, like others, claims you are developing generic skills or graduate attributes

- A connection here between **travel based learning** and the **classroom learning** at the generic level

  – Skills from travel and skills for business

  – What are some social skills?

  – Dealing with frustration

  – Positive skills include self confidence, ability to mix with different people , communication effectiveness, time management , open-mindedness, forward thinking, self–evaluation, adaptability

  – Always talked about by employers

Research business skills development

- Skills emphasised in classroom but sometimes cannot be taught there (e.g. dealing with people who are setting up a scam)

- Where else might they be acquired?

Skill acquisition

- What did you learn at home with your family about dealing with people?

  - Do you think the patterns of dealing with people in your family are just like dealing with others?

- What about learning skills like managing money?

- What about at high school?

- And at university?

- And where you work or if you play sports what sort of skills have you learnt there?

Skill acquisition

- Any skills you have learnt from travel?

- What about knowledge about the world facts/ perspectives?

- We don't know very much in this area – how much travel changes you/people or give skills

Establishing a research study

- A pause – who cares about this topic?

- Employers and educators

- A stimulus for this research – interviews for employing people

- Taking note of how people present themselves and what employers look for-clearly "generic" business skills matter.

Research questions

- How much does travel and contact with new places and people build skills which are personally and professionally useful?

  Is there something beyond the hedonism and party times which matter to skill building?

http://khampha.photoshelter.com

Consider some situations

Dealing with others who pressure you

Consider some situations

Problem
behaviours
and
situations
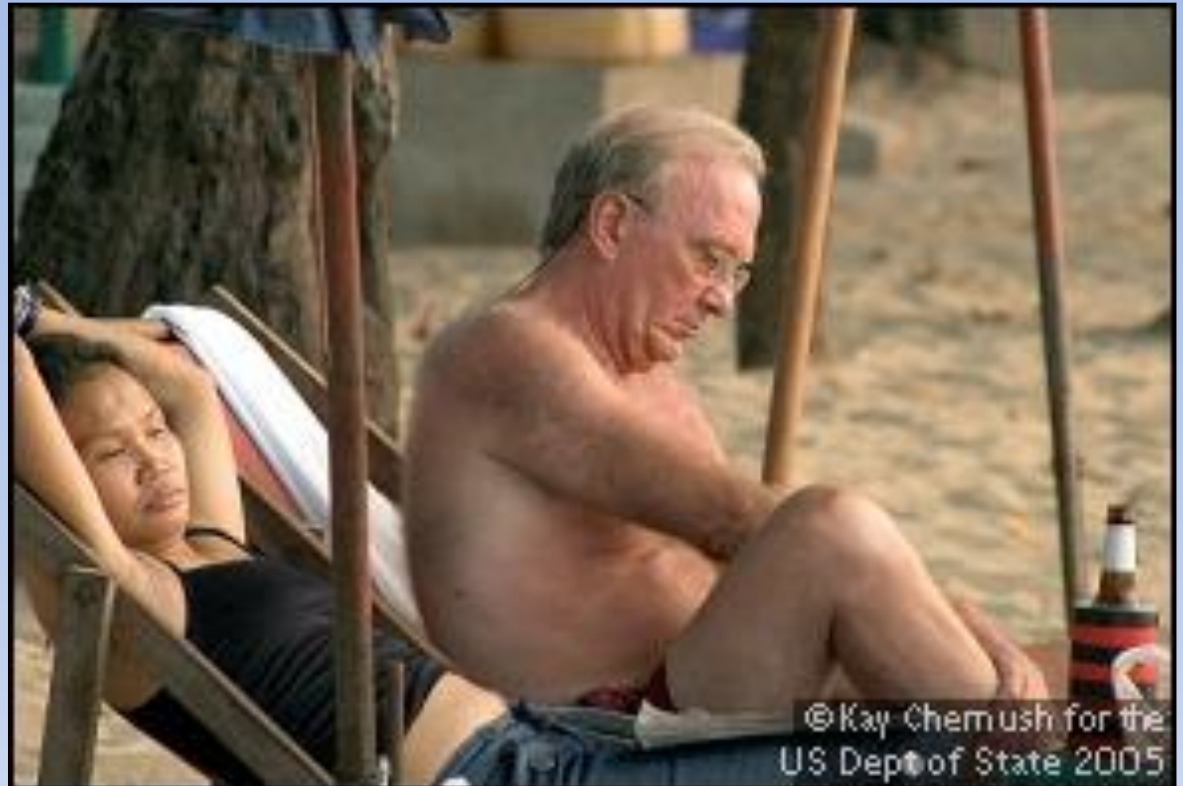
A young girl and her elderly "child sex tourist" client captured on film on the beach at Pattaya, Thailand. "Child sex tourism" draws men from wealthy countries to less developed countries where they take advantage of economically vulnerable women and children and weak criminal justice systems

©Kay Chernush for the US Dept of State 2005

A "University of Travel": Backpacker learning

Aims:

- To examine whether backpackers develop generic skills as a results of their travelling experiences

- To determine the differences and implications of learning outcomes for sub-groups of backpackers

- To explore the relevance the skills acquired through travel and future employment

Key literatures:

- Informal education, narrative identity, and backpacker segmentation

A "University of Travel": Backpacker learning Planning and methods details

Study one: the construction of generic skills travel framework

1. Construction of an initial coding outline for skills assessed from the websites.

2. Qualitative appraisal of web-based travelogues: content analysis

A "University of Travel": Backpacker learning

Study one results:

42 skills and attributes grouped into 8 categories were elicited

- Problem solving and thinking skills

- Interpersonal/social skills

- Information literacy and management

- Learning

- Adaptability/flexibility

- Social and cultural awareness

- Management of resources

- Personal attributes

The nature and frequency of skills found in the web-based travelogues

Skills	Frequency
Problem solving and thinking skills	
Identifying and solving problems	4
Decision making	3
Critical thinking—analysing and evaluating evidence and arguments, and reasoning and deploying evidence clearly and logically	2
Forward thinking	8
Planning—to achieve goals	21
Interpersonal/social skills	
Effective communication—with a range of audiences	5
Teamwork—leading, managing and contributing effectively to teams	8
Persuasion and negotiation—using logical and rational arguments to persuade others, asserting one's own values and respecting others	9
Interpersonal understanding	7
Coordination—adjusting actions in relation to others' actions	3
Feeling comfortable around all types of people	4
Making and maintaining relationships	8
Linguistic	9

A "University of Travel": Backpacker learning
Planning and methods details

Study two: questionnaire based survey in north QLD

- Motivation of travelling

- Skills development

- Job relevance

- Demographic info

  – 372 valid questionnaires collected.

  – Major origins: UK (53%), Ireland, Germany, Scandinavia and Canada.

  – Age: Ninety-four per cent were under 30

  – Gender: an equal number of males and females

A "University of Travel": Backpacker learning

Study two: Selected results

Key skills development

- Effective communication

- Being open-minded

- Self-confidence

- Decision making

- General knowledge

- Understanding and awareness

The contribution of travel to self-reported individual skill development—structured responses (total $n = 372$)

Skill[a]	Frequency	Percentage
Effective communication	315	84.7
Being open-minded	313	84.1
Self-confidence	295	79.3
Decision making	294	79.0
General knowledge	291	78.2
Understanding and awareness	283	76.1
Feeling comfortable around all types of people	272	73.1
Adaptability	268	72.0
Tolerance	268	72.0
Independence	263	70.7
Forward thinking	254	68.3
Management of financial resources	250	67.2
Self-motivation	248	66.7
Self-evaluation	239	64.2
Dealing with pressures, emotions and stress	238	64.0
Interpersonal understanding	236	63.4
Responsibility	236	63.4
Patience	236	63.4
Observing caution and vigilance where appropriate	236	63.4
Making and maintaining relationships	233	62.6

[a]The other 22 skills from the 42-item list were reported by between 35% and 55% of the respondents.

A "University of Travel": Backpacker learning
Study two: Selected results

Skills most improved due to travel

- Independence

- Understanding and awareness

- Self-confidence

- Effective communication

- adaptability

Importance of generic skills to travellers and the amount of improvement due to travel

	Rating of importance	Mean amount of improvement[a]
1.	Self-confidence (34%)[b]	3.25
2.	Being open-minded (17%)	3.12
3.	Management of financial resources (16%)	3.18
4.	Independence (15%)	3.41
5.	Effective communication (13%)	3.24
6.	Adaptability (12%)	3.24
7.	Feeling comfortable around all types of people (12%)	3.16
8.	Decision making (12%)	3.00
9.	Understanding and awareness (11%)	3.28
10.	Tolerance (9%)	3.29
11.	Willingness to take risks (9%)	3.06
12.	Dealing with pressures, emotions and stress (8%)	3.31

[a]The improvement ratings were: 1 = no change, 2 = improved a little, 3 = moderately improved, 4 = greatly improved.
[b]The figure in brackets represents the percentage of the sample rating this item in the top three most important skills.

A "University of Travel": Backpacker learning
Study two: Selected results

Skills gained relevant to employment

- interpersonal social skills (29%),

- self-management (22%),

- social and cultural awareness(10%),

- independence (9%)

- dealing with difficulties (8%),

- self-confidence (7%)

- problem solving (7%)