



Resource Guide for Citizenship Education in Hospitality, Leisure, Sport, Tourism and Events Management

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INTRODUCTION

Following the Leitch (2006), Crick (1998), Lisbon and Bologna reviews and agreements, citizenship education (CE) is at the forefront of a number of UK Higher Education institutions' strategies and programmes. This is due, in part, to Citizenship Education being disseminated in UK secondary education via the Global Dimension (DFES, 2005) and the natural development of this from level 4 onwards. However, UK Higher Education Institutions (HEIs) do not all create specific Citizenship Studies units within programmes as CE uses a broad spectrum of knowledge and soft and hard skills (Holford, 2008). The disharmony between developing a student's knowledge of citizenship and the soft skills for citizenship noted by Andreotti (2006) is a further reason as to why HEIs often integrate this topic area into current units. Primarily based upon cultural, social, economic and political knowledge and actions, CE can be used in education to yield not only soft skill development, but also enable the development of entrepreneurial and active citizens.

CE uses cultural nuances as it seeks to engage people in acknowledgement of difference, yet at the same time it encourages them to act appropriately in multicultural encounters (Belgeonne, 2010). In this way the cultural aspect engages with anti-racism, anti-semitism and anti-discrimination. This is supported by the Global Dimension in UK schools, whereby awareness of social justice is developed (Belgeonne, 2010). By placing social justice within CE there is dissonance between current CE and previous Citizenship Studies, which employed colonisation and civilisation theories (Escobar, 1995; Spivak, 1999; and Rival, 1996). Evidently, contemporary cultural nuances in CE develop awareness of 'other' and appreciation of difference rather than creating "skilled labourers and modern citizens free of divisive ethnic allegiances" (Rival, 1996: pp153).

This suggests that social components in CE reflect a need for teaching practices that enable students to identify and develop where and when they participate in a community (Bourn, 2006). This could be supported in the use of communities of practice as noted by Wenger (2008). However, social components of CE also encompass cosmopolitanism (Osler and Starkey, 2003), urbanism (Valentine, 2008) and social cohesion (Holcomb *et al*, 2007) and thus require further analysis of space and location from which to educate.

The political elements in citizenship embody how a person demonstrates their rights and acts democratically in society (Heater, 2001). Within this corner of citizenship, power is given to each person to apply their own opinion and right within a specific situation. These tenets, therefore, link to active (Hoskins, 2006) and world citizenship (Masschelein and Simons, 2009).

Subsequent to brief analysis of CE in the UK and how it uses cultural, social, economic and political knowledge and skills, links will now be drawn between CE and Hospitality, Leisure, Sport and Tourism (HLST) areas. To begin, HLST subjects rely on employees engaging in a range of service encounters. These encounters create the service experience, which needs to be successful in order for consumers to be satisfied and, even, repeat their custom. Baum (2006: pg 125) aptly names this the 'experience economy' as employees need to respond to consumers "*across a range of their intellectual, emotional and aesthetic senses.*" This service encounter is where CE development is most easily encountered. For the 70,000 volunteers at the 2012 Olympics, staff will connect with people from range of cultures and communities, therefore needing skills in acknowledging difference, accepting other, and communicating in a variety of languages (both verbal and physical). The Olympics offers a good example of how HLST staff need to employ a broad set of soft skills to succeed with any customer as it raises tourism revenue and cooperative engagement from around the world. Current and emerging themes in HLST theory linked to Citizenship reflect the commodification of leisure (Wearing and Wearing, 1992), hospitality as a social construct (Molz and Gibson, 2007), and voluntary citizenship (Parker, 1993 cited in Coalter, 2001).

In summary, CE is being developed in UK secondary education and already integrated within some FE and HE units. In using cultural, social, economic and political traits of CE, graduates will engage in developing their own identity and awareness of other. CE is, therefore imperative for HLST students who will work in a variety of consumer environments involving encounters with global communities.

This resource, offers in depth reviews and commentary on 19 key texts for Citizenship Education for HLST management teachers. The reasons for the production of this resource and its focus are that HTES industries are led by service and consumer encounter, meaning that they survive and succeed via the soft skills employees use for cultural awareness, social responsibility and entrepreneurial initiative. Educators at further and higher education level can use this resource when planning and delivering classes and assessment around Citizenship Education themes. To clarify, the following lists some of the sub-topics covered in the texts reviewed:

- Organisational Behaviour,
- Legal rights and responsibilities,
- Business Impacts,
- Local area studies,
- Purchasing,
- Urban regeneration,
- Events planning,
- Menu creation – sourcing ethically and responsibly,
- Purchasing materials,
- Employee Relations,
- Corporate social responsibility,
- Volunteer management,
- Community events,
- Gender and race relations,
- Discrimination and human rights law.

All texts within this resource can be used to create lecture content, and the publication reviews reflect upon how the content can form a basis for seminar and tutorial creation. In this way Citizenship Education can be used to ascertain student beliefs and opinions and how these may affect business decisions for local and global communities.

Audience:

Educators at Further and Higher Education Level for HTES subjects.

Structure of the resource:

All reviews are tabulated to identify key components of each text.

1. Authors,
2. Year of publication,
3. Title,
4. Publishers,
5. Type of citizenship¹,
6. Citizenship Issues Addressed,
7. Which level of study the text would suit ²,
8. Presence of case studies/exercises/activities and theoretical or philosophical basis.

¹Type of citizenship

C	= Cultural	=	Ethnicity, Religion and Geographical.
S	= Social	=	Community, Behaviour, and Identity.
P	= Political	=	Legislation, Rights, and Responsibilities.
E	= Economic	=	Employability Skills and Industry requirements.

²Level of study

3	= Level 3	=	Foundation Year/NVQ3/ A-Levels
4	= Level 4	=	1 st Year Undergraduate/ Certificate of HE
5	= Level 5	=	2 nd Year Undergraduate/ Diploma of HE
6	= Level 6	=	3 rd Year Undergraduate/ Bachelor of HE
7	= Level 7	=	Masters/ Post graduate certificates

*(Based upon the National Qualifications Framework, 2006, UK
<http://www.courtauld.ac.uk/degreeprogrammes/documents/NQF.pdf>)*

The texts are also listed within three groups based upon their type of publication. The first group offers study guide texts, the second a theoretical collection of texts and finally a list of suggested background reading.

Study Guides

1.	2.	3.	4.	5.	6.	7.	8.
Brooks, I.	2009 – 4 th Edition	Organisational Behaviour: Individuals, Groups and Organisation	Pearson Education, Essex	C S E	Employee management and development. Diversity, behaviour, team dynamics.	6	Although the title of this text indicates a focus upon theory for organisational behaviour, the chapter conclusions offer exercises and case studies for seminar and tutorial work around CE soft skill issues. Chapters 3, 9 and 10 are particularly relevant for CE for HTES.
Eastham, J., Sharples, L., and Ball, S.	2001	Food Supply Chain Management: Issues for the Hospitality and Retail Sectors	Butterworth-Heinmann, Oxford	S	Ethical purchasing and supply chains for Hospitality	3 4 5	Definitions on supply chains and food management for restaurants and hotels are noted within 3 sections. Each chapter has activities and reference lists for additional tasks and reading. Case studies are used throughout to evidence how ethical purchasing and management decisions can reflect corporate citizenship.
Hartmann-Tews, I., and Pfister, G.	2003	Sport and Women. Social Issues in International Perspective	Routledge, London	S P	Cross-cultural comparisons of gender equality.	4 5 6	Although this text does not offer activities nor exercises, each chapter is structured around different case examples of gender equality in sport management. This can, therefore, aid creation of student discussions to compare social equality in their own communities.

1.	2.	3.	4.	5.	6.	7.	8.
Hayes, D., and Ninemeier, J.	2010	Purchasing. A Guide for Hospitality Professionals	Prentice Hall, Pearson, New Jersey, USA	S	Management decisions on food supplies: sustainability and ethical sourcing.	4 5	Focussing on effective food and beverage purchasing for the Hospitality industry this study guide exhibits structured procedures to plan and order for any HTES business. Pages 22-25 offer information on Ethical considerations when deciding on F&B produce. This does not highlight sustainability nor environmental concerns directly, but could be used for student reflections on ethical sourcing.
Horner, S., and Swarbrooke, J.	2009 – 5 th Edition	International Cases in Tourism Management	Butterworth-Heinemann, Elsevier, Oxford	S C P E	Tourist behaviour, tourist impacts, management decisions for eco tourism and sustainability.	3 4 5	This text is structured around 38 case studies for tourism management. Citizenship cases include numbers 4, 5, 22, 24, 30, 34, and 37. The situated cases could be used as comparatives to engage students in reflection on their own tourist behaviour. There are also case discussion points and exercises available for independent study.
Mullins, L.	2001 - 4th Edition	Hospitality Management and organisational Behaviour	Pearson Education, Essex	C S	Employee relations and organisational awareness for Hospitality.	6 7	Each chapter has concise summaries, discussion questions, assignments, case studies and indicative background reading. Although the focus of this text is on employee management and leadership theory, chapters 3 and 8 offer behavioural theory for soft skill development and management in Hospitality.

1.	2.	3.	4.	5.	6.	7.	8.
Tribe, J.	2008 – 3 rd Edition	The Economics of Recreation, Leisure and Tourism	Butterworth-Heinmann, Elsevier, Oxford.	P S C	Local and global Impact analysis.	3 4 5	Multiple choice questions, tasks and supporting websites offered throughout. Economic development and urban regeneration are also covered. Using Economics as the overarching theme, this text explores a wide range of case studies exhibiting current practice, which could be used for debate and reflection.
Sloan, P., Legrand, W., and Chen, J.	2009	Sustainability in the Hospitality Industry. Principles of Sustainable Operations	Butterworth-Heinmann, Elsevier, Oxford	S E	Sustainability plans and eco-friendly management practices.	3 4	Thirteen chapters offered around environmental protection via management plans and protocol. The focus is primarily on hotel operations and energy use. Each chapter has revision questions and brief reading lists.
Westerbeek, H., Smith, A., Turner, P., Emery, P., Green, C., and Leeuwen, L.	2007 – 2 nd Edition	Managing Sport Facilities and Major Events	Routledge, London	E C	Organisational decisions and ethical considerations.	3 4	This text offers sequential evidence on how to plan and carry out management decisions for sports and major events. As such it utilises national and international case studies and clear flow charts of protocols needed for successful management. Chapter 11 encompasses impact analysis techniques on and for a variety of stakeholders.

Theoretical and Philosophical Texts

1.	2.	3.	4.	5.	6.	7.	8.
Benhabib, S.	2006	Another Cosmopolitanism	Oxford University Press, Oxford	S P	Global Civil Society, cosmopolitanism and universal justice.	7+	This text is based upon the Tanner lectures of 2006. The Tanner lectures started in 1978 and are a series of yearly publications based upon scholarly learning linked to human values. This particular text is from two lectures delivered at the Berkeley University in California. Philosophical societal norms, democracy and nationalism are all themes that are explored. Pages 149-151 offer exploration around hospitality and tourism contact and how these can effect human interactions and expectations.
Frank, J.	2000	Crossing Sidelines, Crossing Cultures. Sport and Asian Pacific American Cultural Citizenship	University Press of America, Maryland, USA	C S	Culture, ethnicity and their impact upon sports	3 4 5 6 7	Although this text does not offer chapter discussions, nor revision tasks, the cases from the Asian Pacific area could be used for student comparisons and reflection. The structure follows key sporting typologies: Baseball, American Football, Basketball, Volleyball and Olympic sports. With international focus, this book illustrates a wide range of cultural artefacts in sports management and participation.

1.	2.	3.	4.	5.	6.	7.	8.
George, W., Mair, H., and Reid, D.	2009	Rural Tourism Development. Localism and Cultural Change	Channel View Publications, Bristol	S	How Tourism is impacting upon rural change and development.	6 7	Each of the 14 chapters explores key theoretical concepts for topics relating to rural tourism. These link to case studies based primarily in Canada, but offer relevancy to global sites of tourism development. The key philosophies relate to how tourists want authentic experiences and sustainable practices.
Houlihan, B	2008 – 2 nd Edition	Sport and Society. A student introduction	Sage Publications, London	S P C	Sport and Tourism social impacts and legal implications. Gender inequality, drug use and environmental concerns.	6 7	Similarly to Hartmann-Tews and Pfister's (2003) text, this edition offers case studies on sports and the social impacts it has on communities. This text is more suited to higher levels of education as it requires a basis of procedural knowledge in Sport and Tourism management. Part one offers theoretical comment around social justice, with part two evidences case studies on social aspects of sport development. Part 4 concludes with international comparisons linking sport to national heritage, regeneration and religion.

1.	2.	3.	4.	5.	6.	7.	8.
Macloed, D., and Carrier, J.	2010	Tourism, Power and Culture. Anthropological Insights	Channel View Publications, Bristol	S P	Tourist power and indigenous cultures.	6 7	Chapters are thematically divided by either tourist power or culture, and are written by a variety of academics from anthropology and social science fields. Extensive references are offered for each chapter with no activities or chapter questions. This text could suffice as a key reading text for anthropology and tourism units.
Molz, J., and Gibson, S.	2007	Mobilizing Hospitality. The Ethics of Social Relations in a Mobile World	Ashgate Publishing, Hampshire	S C P	Encounters and experiences via hospitality and tourism.	6 7	Encompassing theories of movement and encounter, this book utilises theories on migration and immigrants. Ideals on inhospitableness, strangers and moments of hospitality are all critiqued.
Roche, M.	2003 – 2 nd Edition	Mega-Events and Modernity	Routledge, London	C S	Local and Global Cultures	4 5 6	Focussing upon Olympic mega events, this book reviews theories of cultural citizenship, global identities and supernationalism. With historical accounts written on how these events have grown, there is scope to use this text at a range of student groups. In touching upon theoretical areas of citizenship and identity chapter 8 can be used for personal reflections.

1.	2.	3.	4.	5.	6.	7.	8.
Rosello, M.	2002	Postcolonial Hospitality: The Immigrant as Guest	Stanford University Press, USA	P S	Colonisation and hospitality in France.	6 7	Using France as a basis, this text refers to previous colonies of North and Sub-Saharan Africa to discuss notions of whether people from previous colonies are guests or nationals. The text allows educators to review colonisation and the impacts this has had upon hospitality in contemporary tourist movements.
Sigala, M., and Leslie, D.	2006 – 2 nd Edition	International Cultural Tourism. Management, implications and cases.	Butterworth-Heinmann, Elsevier, London	S C	Cultural resources and attractions.	5 6 7	Touching upon subjects such as post-modern online authenticity, faith tourism and sustainable heritage tourism, this text uses some case examples to explore key theories around culture within tourism management.
Shaw, G and Williams, A.	2002 – 2 nd Edition	Critical Issues in Tourism. A Geographical Perspective	Blackwell Publishing, Oxford	P S C	Tourism impacts on local and global environments.	6 7	Linking to notions of human agency and how people shape local environments, this text offers a variety of theoretical perspectives on tourism creation and consumption.

Wider Reading

NB. There are further texts on these vocational areas that were unavailable for review in this resource. Additional recommended reading is, therefore, noted as follows;

- Beech, J., and Chadwich, S., (2011) *Thinking Through Tourism*, Association of Social Anthropologists Monographs, Berg Publishers,
- Bowden, R., (2003) *Tourism: Our Impact on the Planet (21st Century Debates)*, 21st Century debates.
- Coalter, F., (2007) *A Wider Social Role for Sport*, Routledge, UK.
- Daunton, M., and Hilton, M., (2001) *The politics of consumption: Material Culture and Citizenship in Europe and America (Leisure, Consumption and Culture)*, Berg Publishers,
- French, R., (2010) *Cross-cultural Management in Work Organisations*, 2nd Edition, CIPD, London, UK.
- Funk, D., (2008) *Consumer Behaviour in Sport and Events: Marketing Action*, Butterworth-Heinmann, Elsevier, Oxford, UK.
- Kusluvan, S., (2003) *Managing Employee Attitudes and Behaviours in the Tourism and Hospitality Industry*, Nova Biomedical
- Manzenreiter, W., Spitaler, G., Mangan, J., Majumdar, B., and Dyreson, M., (2010) *Governance, Citizenship and the New European Football Championships (Sport in the Global Society – contemporary perspectives)*, Routledge, UK.
- Murray, P., (2011) *The Sustainable Self. A personal approach to sustainability education*, Earthscan, London, UK.
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- Sloan, D., (2003) *Culinary taste: Consumer behaviour in the international restaurant sector (Hospitality, Leisure and Tourism)*, Elsevier Butterworth-Heinmann, Oxford, UK
- Westerbeek, H., Smith, A., Turner, P., Emery, P., Green, C., and Leeuwen, L., (2006), *Managing Sport Facilities and Major Events*, Routledge, UK.

If you require any further assistance with Citizenship Education for Hospitality, Tourism, Events, Sports or Leisure please do contact me directly as I would be delighted to assist – m.firth@mmu.ac.uk

Introduction References:

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- DfES (2005) *Developing the global dimension in the school curriculum*, Curriculum and Standards booklet, available at <http://publications.teachernet.gov.uk/eOrderingDownload/1409-2005PDF-EN-01.pdf> accessed on 08/04/2010.
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- Heater, D., (2001) The History of Citizenship Education in England, *The Curriculum Journal*, Volume 12, No 1, pages 103-123. Holcomb, J., Upchurch, R., and Okumus, F., (2007), Corporate Social responsibility: what are top hotel companies reporting?, *International Journal of Contemporary Hospitality Management*, 19, (6), 461-475.
- Holford, J., (2008) Hard Measures for Soft Stuff: Citizenship indicators and educational policy under the Lisbon strategy, *European Educational Research Journal*, 7, (3), pp331-343
- Hoskins, B. (2006): *Draft framework on Indicators for Active Citizenship*. Ispra: CRELL.

- Leitch, S., (2006) Prosperity for all in the global economy – world class skills, accessed on 10th September 2010, available on-line at http://webarchive.nationalarchives.gov.uk/+http://www.hm-treasury.gov.uk/media/6/4/leitch_finalreport051206.pdf
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