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Abstract

Sustainability is an important issue facing the tourism and hospitality industry in the twenty-first century. Children are the tourists of the future. However, little is known about how to educate them to be responsible tourists, in other words, citizens who would be respectful of the destinations visited. The present research attempts to answer this gap. To this end, this research suggests an innovative education-based approach, taking children as a target and resort mini-clubs as a tool. To the question: Where are the children in tourism research? This study has provided evidence that they are still disempowered, and it is even more the case when it comes to sustainability. That said, with the implementation of Principles for Responsible Management Education (PRME) through edutainment activities in mini-clubs' programmes of activities, they could play a more significant role. Practically, resort mini-clubs' managers need to adopt an ambidextrous management approach which would help them not only to enhance the experience of visitors, but also to potentially increase their revenue.

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| Keywords | Sustainable Development Goals; Principles for Responsible Management Education; Leisure; Resort Mini-Clubs; Organisational Ambidexterity |
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| Corresponding Author | Hugues SERAPHIN |
| Corresponding Author's Institution | University of Winchester Business School (England); Associate Research La Rochelle Business School (France) |
| Order of Authors | Hugues SERAPHIN, Tan Vo Thanh |

Submission Files Included in this PDF

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R&R - Responses to reviewers - [26.11.19].docx [Response to Reviewers (without Author Details)]

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Responses for reviewer 1 (corrections are in **RED** in the text)

| Comments from reviewer | Comment from authors |
|--|--|
| This is an excellent and well written paper on a very interesting aspect of sustainable tourism i.e. engaging children. I endorse the emphasis on min-clubs. | Thank you very much! |
| However, the table of suggested activities could be greatly improved. For example, there are some useful suggestions on activities to improve understanding of the local context. However, what part of each activity explicitly communicates the importance and significance of sustainable tourism? | Table 2 has been redesigned |
| Would it not be better to include in each mini-club a training for managers that communicates the importance of sustainable tourism and the UN SDGs; that enables the managers to identify and develop their own creative solutions; and is part of a programme supported by the hotels; and which will be recognised by hotel operators in some way. | This has been addressed in section 6.3 |
| For example, I have convened soccer matches with UNEP soccer balls over printed with the 17 UN SDGs, a Fairtrade soccer ball, with eco-t-shirts also printed with the 17 SDGs. This 'fun' activity thus provided an opportunity to communicate to the players the SDGs and Fairtrade issues. However, there has to be more than an animation to reinforce the principles. There has to be committed 'leaders' rather than just 'managers' to demonstrate by role-modelling that the issues are serious. For example, relating the fun activity to a sustainable procurement of the hotel e.g. providing Fairtrade prizes to the children could become a topic of interest with each family. This might then encourage a broader interest in sustainable tourism. | Your example helped us to redesign table 2, and to write section 6.3 (paragraph 1 & 2) |
| Ambidextrous management sounds good but how is this term operationalised in the context of sustainable tourism and the engagement of children. Does each hotel need to amend their recruitment practices to ensure they select managers that are also committed to sustainable tourism? | This has been addressed in section 6.3 (end of paragraph 2) |
| Are the hotels all-inclusive? This, by default they might be fun but wasteful of resources. Will the authors include a variety of different types of establishment in their discussion and conclusions? For example, some of the leading eco hotels might be more willing to try out the more creative activities geared around the SDGs. | This has been addressed in section 6.3 (end of paragraph 3) |

Responses for reviewer 3 (corrections are in **GREEN** in the text)

| Comments from reviewer | Comment from authors |
|--|---|
| Your paper is a welcome account of responsible business and management in the context of the tourism industry. | Thank you! |
| It is suggested that a deeper connection to the SDGs (in identifying more specifically the connection to particular targets within the SDGs) would provide a more meaningful contribution. This could also be applied in the application of the PRME principles. What are the key areas of business and management education? A further exploration of these issues and the role of the business including the management education implications is key. | This has been addressed in section 6.4 and figure 6 |

Investigating the Application of the Principles for Responsible Management Education to Resort Mini-Clubs

- Children are the tourists of the future
- The programme of activities for resort mini-clubs applying PRME is empowering children in the tourism industry
- The hospitality sector could contribute to the Gap Frame at Economy and Society levels
- This new approach for the design of programmes for resort mini-clubs could be part of the Corporate Social Responsibility of resorts

Investigating the Application of the Principles for Responsible Management Education to Resort Mini-Clubs

Abstract

Sustainability is an important issue facing the tourism and hospitality industry in the twenty-first century. Children are the tourists of the future. However, little is known about how to educate them to be responsible tourists, in other words, citizens who would be respectful of the destinations visited. The present research attempts to answer this gap. To this end, this research suggests an innovative education-based approach, taking children as a target and resort mini-clubs as a tool. To the question: Where are the children in tourism research? This study has provided evidence that they are still disempowered, and it is even more the case when it comes to sustainability. That said, with the implementation of Principles for Responsible Management Education (PRME) through edutainment activities in mini-clubs' programmes of activities, they could play a more significant role. Practically, resort mini-clubs' managers need to adopt an ambidextrous management approach which would help them not only to enhance the experience of visitors, but also to potentially increase their revenue.

Keywords

Sustainable Development Goals; Principles for Responsible Management Education; Leisure; Resort Mini-Clubs; Organisational Ambidexterity

Investigating the Application of the Principles for Responsible Management Education to Resort Mini-Clubs

Hugues SERAPHIN

University of Winchester

E-mail: hugues.seraphin@winchester.ac.uk

Tan VO THANH

La Rochelle Business School – Excelia Group

CEREGE EA 1722

E-mail: vothanht@excelia-group.com

Investigating the Application of the Principles for Responsible Management Education to Resort Mini-Clubs

1. Introduction

“Sustainability is possibly the most important issue facing the tourism industry in the twenty-first century” (Edgell & Swanson, 2018: 45). A business in the tourism and hospitality sector is said to be sustainable if it does not impact negatively on the environment, human interactions, and local communities; but equally important, it needs to impact positively on the local community (Edgell & Swanson, 2018; Sloan, Legrand, & Chen, 2013). This is further substantiated by Tribe (2016), who added that sustainable tourism should make optional use of environmental resources; ensure viable, long-term economic operations; “respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values and contribute to inter-cultural understanding and tolerance” (Tribe, 2016: 419). Being sustainable has positive impacts for destinations in terms of image (Gladkikh & Andrianova, 2019; Leroux & Majd, 2019), and therefore ability to attract visitors (Carballo, Carballo, & Leon, 2019). Since the summer 2017, issues related to overtourism have shed light on sustainability even more (Jacobsen, Iversen, & Hem, 2019), and have particularly highlighted the fact that sustainability has still not been achieved in the tourism industry (Connell, 2005; Muler Gonzalez, Coromina, & Gali, 2018). Prior studies are arguing that truer sustainable change will come from education of all stakeholders (Butcher, 2017; Font, 2017; Garrod, Fyall, Leask, & Reid, 2012; Lovelock & Lovelock, 2013; Sloan et al., 2013).

Practitioners, locals, and tourists are at the moment the only stakeholders included in the delivery of responsible tourism (Burrai, Buda, & Stanford, 2019). No research article has established a direct and explicit connection between children and sustainability, and yet, children are considered as the tourists of the future (Nickerson & Jurowski, 2001; Poria & Timothy, 2014), and their voice should be heard if scholars would conceptualise the tourist experience comprehensively and responsibly (Poria & Timothy, 2014). Moreover, the impact children have on family purchase decisions has been decidedly recognised by previous studies (e.g., Lugosi, Robinson, Golubovskaya, & Foley, 2016; Nickerson & Jurowski, 2001). As such, it is important to educate them to be responsible tourists, in other words, citizens who would be respectful of the destinations visited (by maintaining, protecting, and enhancing their livelihood), with the overall objective to end poverty, protect the planet, and ensure prosperity for all, as highlighted in United Nations Sustainable Development Goals (Burrai et al., 2019).

So doing, this research is focusing on children as a target, and resort mini-clubs as a tool for responsible tourism. This is all the more important, as parents want their children to learn and have fun (Johns & Gyimothy, 2002; Nickerson & Jurowski, 2001). Thus, the objective of this study is to determine a portfolio of activities for the programme of resort mini-clubs that will “sow the seeds of responsible tourism” within the practice of future tourists who are currently children. Subsequently, the research questions for this study are:

- 1) What activities should be included in the portfolio of activities of resort mini-clubs programmes?
- 2) What could potentially be the impacts (positive and/or negative) of redesigning the portfolio of activities of resort mini-clubs from a sustainability and responsible tourism perspective?

In order to address these questions, this study is going to be organised around three main sections. First, a theoretical framework shedding light on the importance (for the tourism industry) of having sustainably literate children. The second section uses user-centred design (UGD) to suggest very specific activities that could be included in the programme of resort mini-clubs, while identifying the Sustainable Development Goals (SDGs) that could be achieved. The third and final section of the paper discusses (based on conceptual evidence) the benefits and limitations of the programme designed for resort mini-clubs.

2. Literature review

2.1. Education of children and resort mini-clubs

Despite the fact the tourism industry as a whole is recognising the importance of children as customers, because they influence the choice of families' tourist destinations and venues, and also because they have a great interest in travel for holidays (Lugosi et al., 2016; Nickerson & Jurowski, 2001; Poria & Timothy,

2014; Thornton, Shaw, & Williams, 1997), their role remains under-valued (Poria & Timothy, 2014; Thornton et al., 1997). Taking into consideration children in the event industry, Dowse, Powell, and Weed (2018) even added that they are invisible and undermine as community members, whereas they should be considered as meaningful stakeholders. This is all the more important as “children may be the best informants about themselves” (Poria & Timothy, 2014: 95). The tourism and hospitality would particularly benefit from educating children because “children are the tourists of the future” (Cullingford, 1995: 126), and as such, it is important to groom them toward this role (Cullingford, 1995).

Holidays have a strong potential to educate children. Indeed, “travel to other destinations help children make sense of the cultural differences in the world” (Cullingford, 1995: 124). Additionally, when on holidays, children want to participate in activities that are new, unique, challenging, and fun (Gaines, Hubbard, Witte, & O’Neill, 2004). Because of that, this paper is arguing that resort mini-clubs and their animation programmes, developed to entertain children while parents are enjoying themselves (Gaines et al., 2004), are suitable places and tools to educate children about sustainability in a fun way while on holidays. The programme to be developed is therefore calling for an edutainment approach.

2.2. Edutainment and resort mini-clubs

The term “edutainment” (also referred as “playful learning”) comes from the merger of “education” and “entertainment” (Resnick, 2004). Edutainment that is all about being an active actor of our learning through play, contributes to the development of self-motivation or intrinsic-motivation to do something, which ultimately leads to creativity, responsibility, healthy behaviour, and lasting change (Resnick, 2004). For Castorena and Prado (2013), the concept of KidZania created in 1996 epitomises the term “edutainment”, as it empowers, inspires and educates children through real life role-play activities in a safe and conducive environment. As a concept, KidZania puts together a day care centre and entertainment for 1 to 16 years old, and a new marketing media for brands (Castorena & Prado, 2013). The edutainment (and advertainment) model developed by KidZania could be summarised as follow: development of real life abilities; learning and practicing; win-win situation for all stakeholders involved (Castorena & Prado, 2013). Based on the potential of the edutainment (and advertainment) model, many organisations (retails, banking, transport, catering, etc.) have developed a partnership with KidZania (Di Pietro et al., 2018). As a result, Seraphin and Dosquet (2019) are encouraging more tourism organisations to follow the same pattern, as the KidZania model can offer competitive advantages to tourism organisations and equally important, a unique and rich experience to customers. This view is supported by Hertzman, Anderson, and

Rowley (2008), who argue that edutainment contributes to create and provide a structured, high in entertainment value, and a memorable, novel, significant, meaningful, and informative experience to customers. Edutainment is all the more important, knowing that “emotionally charged experiences are powerful motivators of consumers’ ethical choice” (Malone, McCabe, & Smith, 2014: 241). Based on the information gathered so far, it could be argued that an edutainment environment could contribute to educate current children on how to reduce their negative impacts on the environment, human interaction and local communities, while positively contributing to all. Along this line of thinking, resort mini-clubs appear as suitable tools to implement edutainment.

Seraphin and Yallop (2019a) presented mini-clubs as venues in resorts providing entertainment and fun activities (didactic games, creative activities, trips, workshops, arts and crafts, movies, themed activities, sport related activities, special events, children’s special menu, and babysitting) to children according to their age. Additionally, mini-clubs are to provide to children opportunities to socialise, develop self-respects, learn, contribute to their mental and physical development, generate pleasant memories, enjoy some kind of autonomy (Ozel, 2015; Radic, 2019; Seraphin & Yallop, 2019a). If all the preceded listed elements are important, “kid fun is absolutely vital to success” (Poris, 2006: 14).

2.3. Theoretical framework

The theoretical framework of this article is articulated around four key points:

1. There is also an urge, and also a customer demand for a more sustainable tourism, hospitality and event industry, which involves respecting the socio-cultural authenticity of host communities (built and living cultural heritage, traditional values); contributing to inter-cultural understanding and tolerance; and creating positive impacts for local communities (Dodds, 2019; Holden, 2013; Mair & Popely, 2019; Tribe, 2016).
2. Children have an important role to play on the long-term sustainability of the industry (Poria & Timothy, 2014; Thornton et al., 1997), and are keen to learn while on holidays (Ozel, 2015; Radic, 2019).
3. Resort mini-clubs have the potential to educate children, while they are having fun, and can also be turned into a competitive advantage for a resort and a destination (Seraphin & Yallop, 2019a).
4. Principles for Responsible Management Education (PRME) could be implemented into business or professional environments to raise awareness of SDGs (Annan-Diab & Molinari, 2017; Parkes, Buono, & Howaidy, 2017) by adopting a holistic interdisciplinary approach of education (Annan-Diab & Molinari, 2017; Haertle, Parkes, Murray, & Hayes, 2017).

3. Methodology

As the objective of this study is to determine a portfolio of activities for the programme of resort mini-clubs, this article proposes a user-centred design (UCD) as a methodology, as this approach has proven to be effective when designing sustainable tourist activities that meet the needs of customers (Font, English, & Gkritzali, 2018). This methodology is articulated around seven phases (Font et al., 2018). Phase 1 is all about setting up the *context* the activities designed are going to be used. This is followed by phase 2, which is the *observation* phase. It involves watching or listening customers to uncover their thoughts and feelings. Phase 3 involves *engaging* with targeted customers for whom the activities are being designed in order to develop some empathy for them. Next comes phase 4, or *define*, it focuses on clustering themes or patterns that arise from phase 2. As for *ideate* (phase 5), it aims to generate ideas by brainstorming around the execution of the activities. The next phase (phase 6: *prototype and test*) involves providing a prototype of the portfolio of activities for the programme of resort mini-clubs in order to generate feedback from users. The final phase (phase 7: *implement*) involves the operationalisation of the prototype and monitoring the results.

Phase 1, in the case of this article, refers to resort mini-clubs. Seraphin and Yallop (2019a), Radic (2019), and to some extent Ozel (2015), have conducted extensive research on the topic. Their research has been quite central so far in building up

the framework of this article. In a nutshell, they have evidenced the potential that resort mini-clubs have in terms of educating and contributing to the overall children experience if suitable activities are in place.

As for phases 2, 3, and 4, empirical research carried out by Seraphin and Green (2019) revealed (from a methodological point of view) that research involving children is valid and has the benefit of giving them a voice. That said, the research carried by Seraphin and Green (2019) also highlighted the fact that children do not always understand and describe the world, as we know it, and as a result, research based on children means working on assumptions. As far as tourism is concerned, Seraphin and Green (2019) argue that to fully meet the needs and expectations of the coming generation of tourists (i.e., children), tourism organisations and/or destinations will have to adopt an ambidextrous management approach when developing products and services for customers of the future. This ambidextrous management approach will balance metaphorical thinking and objective thinking in products and services design.

Phases 5 and 6, they are the key focus on this research, but also the main contributions of this research (section 4: application; section 5: expected results). As for phase 7, it could be covered in future research. More specifically, in a longitudinal and empirical version of this research. This research could be articulated around three axes: (1) the collection of data from children; (2) their parents regarding their experience; and finally (3) the management of resorts and resort mini-clubs in terms of performance.

The methodology suggested here is quite progressive as it starts with understanding a context based on literature. Then, it provides feedback of a research conducted with children. This article finishes by providing a clear model that could be implemented, and finally, ways to monitor success.

4. Application

The current section is an application of phase 5 (*ideate*). In this regard, and according to Dale and Robinson (2001), a good educational programme in tourism should have three domains: First, a generic dimension that offers the possibility to develop a broad understanding of a topic. Second, a functional dimension that is more practical. Finally, a niche dimension that is going to make it unique.

In the case of this study, the first dimension will come from the body of knowledge of the SULITEST, that is essentially targeting SDGs 4 and 12 (SULITEST, 2019, [Online]). The second dimension is going to look at which PRME and which SDGs are going to be given the priority and therefore be instrumental in shaping the activities of the programme. Finally, the niche dimension of the programme is going to be based on how it is going to be delivered practically. This is where the model of dimension of fun developed by Poris (2006) is going to be used.

The three domains mentioned in the preceded lines and presented more in depth in the following section (4.1) are going to be utilised to create a programme of animation for mini-clubs (section 4.2) as summarised in figure 1 below.

[INSERT FIGURE 1 HERE]

4.1. Phase 5 (ideate)

- **SULITEST**

The key purpose of education is to empower future generation of decision-makers, in other words, current children and young persons (Decamps, Barbat, Carteron, Hands, & Parkes, 2017). SULITEST as an open online tool is contributing to empower future generation by assessing individual's knowledge of sustainable development and raising awareness on sustainability issues and also by producing sustainability literate young people on higher education but also beyond academia (Decamps et al., 2017). SULITEST includes questions that are common to every country. They are the core international modules. Other questions are more focused to the destination. They are specialised local modules. The questions asked in the online tool cover four dimensions: “sustainable humanity and ecosystems on planet Earth, global and local human-constructed systems to answer people's needs, transitions toward sustainability, roles to play

to create and maintain individual and system changes” (Decamps et al., 2017: 142). The four dimensions of the SULITEST are summarised in figure 2.

[INSERT FIGURE 2 HERE]

SULITEST could be assimilated to a Virtual Online Learning Material (VOLM), which is particularly effective for the education of tourists at pre-visit stage particularly with destinations with a negative image. According to (Capatina & Bleoju, 2015), VOLM is more effective than most mainstream marketing tools in terms of improving the image of a destination.

- PRME and SDGs

The key objective of PRME is to achieve SDGs (Haertle et al., 2017). There are six PRME (Haertle et al., 2017) as summarised by figure 3. PRME could also be viewed as a tool to inform the strategy of an organisation, such as aligning its values and missions to what PRME are advocating (Sharing Information Progress report on the implementation of PRME, 2018).

[INSERT FIGURE 3 HERE]

As for SDGs (figure 4), their objectives are to end poverty, protect the planet and ensure prosperity for all (Haertle et al., 2017).

[INSERT FIGURE 4 HERE]

- Dimensions of fun and play

For Poris (2006), a product or service needs to be fun to appeal to children. When the type of fun they seek has been understood, it increases the chances of providing something (product and service) they want and understand (message). Poris (2006: 14) even claimed that “fun is the essential cost of entry to effective marketing to children [...] kid fun is absolutely vital to success”. At the same time, Poris (2006) argued that despite the importance of fun, little is understood about it and people working in this area rely upon subjective opinion. Poris (2006) identified 10 dimensions of fun for children, which are presented in table 1 below, along with some examples of activities related to each type of fun.

[INSERT TABLE 1 HERE]

It is important to highlight here the fact that “while fun is a universally appealing concept to kids, what constitutes fun for an individual child varies according to their demographic characteristics” (Poris, 2006: 22). These differences in

perceptions are a strong evidence that holiday resorts should adapt the activities (play) offered by mini-clubs. These activities should not be standardised across the different resorts operated by resort chains (Seraphin & Yallop, 2019a). This is further supported by Powell, Cory, and Dattilo (2004) who argued that play is a contextual phenomenon. Some resorts like Hyatt Resort (with their Camp Hyatt) are tailoring their play, and more specifically their children's programme to match the local culture of the destination (Gaines et al., 2004). By doing so, resorts are not only contributing to the overall experience of children, but also starting to create a link between children, the resort and the destination's culture and heritage (Seraphin & Yallop, 2019a).

Furthermore, for children, play is a spontaneous and natural activity (Else, 2011). Play presents itself as a good opportunity to engage, interact with children, and at the same time, to nurture the development of feelings and connections (Powell et al., 2004). Play can also be used for reasons like coaching and education (Else, 2011). Other advantages of play for children include: promotion of creativity, opportunities to learn, increasing knowledge and understanding, development of respect for others, opportunities for intellectual experiences, to name a few (Else, 2011). Additionally, *Play England* (2008, cited in Else, 2011: 302) is arguing that successful play spaces should be “designed to fit their surroundings and enhance the local environment; located in the best possible place where children would play naturally; close to nature; designed so that children can play in different ways; encouraging disabled and able-bodied children to play together; loved by

the community as a space that meets their needs; where children of all ages play together; designed to enable children to stretch and challenge themselves in every way; maintained for play value and environmental sustainability; flexible and able to evolve as children grow”. Environmental sustainability and children play are connected (Else, 2011), which reinforced the view that PRME can be implemented in resorts mini-clubs. As for success of the play strategy developed, it could be assessed based on several indicators, such as how often and how children are using the play, the number of providers and their views (Else, 2011). In the case of this study, performance would be based on the performance of the resort mini-clubs in terms of attendance, feedback from children and parents, but also on how many resorts will be implementing and adapting (if needed) the suggesting model into their resort mini-clubs.

4.2. Phase 6 (prototype)

- Suggested resort mini-clubs’ animation programme

A creative content approach in curricula is extremely important to encourage effort, commitment, and foster energy put into action (Sunley, Harding, & Jones, 2019). The suggested examples of activities (table 2) **explicitly communicate the importance and significance of sustainable tourism. These suggested activities to be included in the animation programme are not only going to be a reflection of**

what needs to be included in terms of domain of knowledge but are also going to adopt a creative approach. This is all the more important as “learning in the 21st century can be uncertain and capricious” (Sunley et al., 2019: 172).

[INSERT TABLE 2 HERE]

5. Expected results

In the *ideate* phase (phase 5), and *prototype and test* (phase 6), some principles were formulated, and some domains of knowledge identified:

5.1. Principles of Responsible Management of Resort Mini-Clubs (PRMR) to achieve SDGs

- Principle 1 is to develop the capabilities of children to be the future champions of sustainable tourism values.
- Principle 2 is to incorporate activities that are promoting sustainability into the existing activities of mini-clubs.
- Principle 3 is going to use play and the dimension of fun (empowering, creative, and family) to apply the values and purpose of the responsible mini-clubs.

- Principle 4 is based on the monitoring of children over a long period of time using a longitudinal approach to see if changes have occurred in their practices.
- Principle 5 is going to foster exchange between the resort and the local community.
- Principle 6 is going to be facilitated by an ambidextrous management of resort mini-clubs as suggested by Seraphin and Yallop (2019a). Indeed, at the moment, because all resort mini-clubs are operating following an exploitative approach (the services offered are similar and therefore do not contribute to gaining competitive advantages). An approach that disrupt existing practices and current conventions through changes in the service operation (exploration) will help resorts to get competitive advantages (Seraphin & Yallop, 2019a).

5.2. Domains of knowledge for sustainable tourism education animation programme in resort mini-clubs

- Domain 1 (D1) - Specialised activities focused on the visited destination. They must offer children an opportunity to learn about the destination they are visiting (ecosystem, local communities, local issues and needs, local literature, movies, songs, sayings, sport, geography, current affairs, attractions, etc.)

- Domain 2 (D2) - Generic objective. The objectives of the activities organised by mini-clubs are going to be geared towards achieving SDG4 (quality education) and SDG12 (responsible consumption and production).
- Domain 3 (D3) - Functional tools. More specifically, this domain focuses on how domains 1 and 2 will be implemented. So doing, empowering fun, creative fun, and family-orientated fun are going to be at the backbone of every activity planned.

The three domains (D1 – D3) model of sustainable tourism education in resort mini-clubs could be summarised as follows (figure 5):

[INSERT FIGURE 5 HERE]

Without having implemented the developed model for resort mini-clubs (phase 7: *implement*), some propositions have been made regarding the cost/benefits of the *prototype* (phase 6).

5.3. Costs and benefits of theming resort mini-clubs' programmes

This new approach for the design of programmes for resort mini-clubs could potentially be part of the Corporate Social Responsibility (CSR) strategy of a resort, as unlocking change (through either **transformational leadership**, enterprise reform, stakeholders' engagement, social responsibility, integrated

value and future-fitness) in essence what is expected of CSR (Visser, 2015). It also implies that resorts will have to change their practices and built partnerships with local stakeholders. The success of KidZania (and other concepts based on edutainment such as Eataly) is partly based on the service ecosystem it is based upon (Di Pietro et al., 2018). In the case of KidZania, the ecosystem includes suppliers, government, local community, investors, schools, children and families, etc (Di Pietro et al., 2018). The best resorts in implementing this strategy could become PRMR champion in their category. This is a clear competitive advantage (Rosenbloom, Gudic, Parkes, & Kronbach, 2017; Storey, Killian, & O'Regan, 2017). In higher education, “the mission of the PRME Champions group is to contribute to thoughts and action leadership on responsible management education in the context of the United Nations’ sustainable development agenda” (Sharing Information Progress report on the implementation of PRME, 2018: 9). In the context of resorts, the mission of the PRMR Champions group could be to contribute to the development of portfolio of activities in partnership with local stakeholders, not only in the context of the United Nations’ sustainable development agenda, but also in the context of (a) STEP developed by the UNWTO (UNWTO, 2019, [Online]) and (b) AMFORHT (World Association for Hospitality and Tourism Education and Training) which works for the development of education in the hospitality and tourism sectors (AMFORHT, 2019, [Online]).

The approach suggested in this paper is a long-term investment for resorts, which does not involve any financial cost, but just a shift of paradigm in terms of management of resort mini-clubs. Indeed, innovation is not systematically connected with cost (Martínez-Pérez, García-Villaverde, & Elche, 2016; Úbeda-García, Claver-Cortés, Marco-Lajara, & Zaragoza-Sáez, 2016). The benefits in terms of image, prestige, customer satisfaction, and performance could be significant (table 3). Cheng, Tang, Shih, and Wang (2016), and Tang (2014) provide evidence that hotels market performance can be improved with an ambidextrous management approach, in other words by offering a range of services (exploration), while improving the quality and range of current services (exploitation). The combination of both continually contributes to create value for customers and subsequently market performance, as customers' willingness to return is enhanced. The topic of ambidextrous management is closely related to the topics of innovation, performance, and sustainability (Jansen, Simsek, & Cao, 2012; Jansen, Van Den Bosch, & Volberda, 2006; Mihalache & Mihalache, 2016). Indeed, "innovation can help firms improve how they serve an existing consumer base and further exploit their current competencies in order to gain prolonged benefits [...] the potential of organisational ambidexterity as a key driver of sustained performance in the tourism industry" (Mihalache & Mihalache, 2016: 1-2). Additionally, the strategy developed here for resort mini-clubs prepares them for the future and maximises their chance of success, not only by being ready, but also by helping to shape the future that they desire.

Indeed, Seraphin and Green (2019) are arguing that innovative destinations are future-fits and systematically get competitive advantages over their competitors.

[INSERT TABLE 3 HERE]

6. Discussion

6.1. The disempowered of the tourism and hospitality industry

The modern society has recognised and designated as disempowered some members of the society such as economically disadvantaged women, ethnic minorities, children, homeless, the elderly, disabled people, etc. (Hutton, 2016). The tourism and hospitality industry has done the same with some stakeholders such as children. They are invisible and undermine, whereas they should be considered as important stakeholders (Dowse et al., 2018; Seraphin & Yallop, 2019a; Thornton et al., 1997). Some services in the tourism and hospitality industry have also been disempowered such as resort mini-clubs, and yet, they have a significant potential in terms of helping resorts to get competitive advantages (Seraphin & Yallop, 2019a). The same could be said about tea as a service product. Indeed, tea “represents a service product with a resultant revenue

stream that has the potential to be more than a ‘cuppa’” (Jolliffe, 2006: 164), and yet, it is often under rated (Jolliffe, 2006).

Based on this conceptual study, it could be argued that practices of commercial hospitality and tourism provision connected with products and services need to be reviewed, as some existing products and services have the ability to extend the use of some facilities, attract new market segments, improve customers’ satisfaction, improve the image of the products and services providers, and create long-term new revenue streams.

6.2. Re-empowering children in the tourism industry: The role of edutainment

Despite the importance of play for children’s development and learning, it is being eroded (in and out of schools), because of fear and safety concerns (Lewis, 2017). Concepts such as KidZania, or research similar to this article are actually re-empowering play not only for children, but also adults, as play also concerns the latter (Brown & Brown, 1999; Resnick, 2004). As a matter of fact, it has been noticed a lack of creativity and innovation in the society (Resnick, 2004; Sunley et al., 2019), as a result, LEGO Learning Institute and the Playful Learning, and higher education institutions are playing an active role in understanding and addressing this issue (Resnick, 2004; Sunley et al., 2019). This lack of creativity in the society (Resnick, 2004; Sunley et al., 2019) could probably be explained

by the erosion of play at an early age (Lewis, 2017). Edutainment is a topic that goes beyond the leisure and tourism sphere.

The programme of activities developed in this article re-empowers edutainment, as well as resort mini-clubs as instruments of application. Conceptually, developing a programme of activities for resort mini-clubs is partially empowering children in the tourism industry. Fully empowering children would imply listening to their voice to develop the product. In other words, an empirical version of this article applying UCD would fully empower children. This is the main limitation of this article. According to Seraphin and Green (2019), listening to children's voice when investigating how the destination of the future should actually be helps empower them. Seraphin and Green (2019) even argued that, because children are neither passive nor powerless, the tourism industry should not overlook their contribution. They also added that, because parents are customers of the present and children customers of the future, tourism organisations should adopt an ambidextrous management approach geared towards meeting the needs of current and future customers. The same way Hutton (2016) believes that the disempowered of the society is neither passive nor powerless, and one can cope with being disempowered by developing resilient pathways, this article is adamant that the hospitality and tourism industry can be more sustainable and responsible politically, economically, socially, and environmentally by adopting an ambidextrous management approach. Keeping

that in mind alongside the central role of edutainment, Seraphin (2019) suggested that mini-clubs should adopt the KidZania model for their day-to-day operation.

6.3. Re-empowering children in the tourism industry: The role of committed “leaders”

Amongst other strategies to achieve sustainability, Visser (2015) suggested transformational leadership (an approach based on the grit of managers for the well-being of every single stakeholder of the community), and enterprise reform (an approach based on the fact that businesses should have more social responsibilities). Operationalised in the context of resort mini-clubs, this approach suggests that resort mini-clubs representatives (staff working with children in mini-clubs) and managers (person in charge of the daily operational management of mini-clubs) have a central role to play in the enforcement or reinforcement of responsible tourism education of children (the tourists of the future), as a result, hotel managers need to review the profile of resort mini-club children representatives and managers they are recruiting. This study is to some extent calling for a job crafting of resort mini-club children representatives and managers. Indeed, job crafting is about changing employees’ task boundaries in order to enable them to have a better understanding of their new role and related objectives (Yen, Tsaur, & Tsai, 2018). More specifically, the job description, document that provides applicants information on the job, that is to say: purpose,

duties, reporting relationships, terms and conditions, remuneration, working hours, and objectives (Nickson, 2013) would have to be reviewed, alongside the person specifications. This document provides applicants information on the ideal profile of the person for the job (Nickson, 2013).

This study is arguing that the main duties (job description) of resort mini-club children representatives and managers should include: communicating (in a fun way) the importance of sustainable tourism alongside the UN SDGs. This would enable staff and managers to identify and develop creative and fun portfolios of activities. Quite often learning and creative ideas happen when people step outside their comfort zone (Blakeley, 2007). As for their education (person specification), staff working in or managing resort mini-clubs should be able to demonstrate a strong understanding of sustainability. Having passed the SULITEST should be a criterion of selection. Based on preceding information and on sustainability educator typology developed by Kemper, Ballantine, and Hall (2019), staff working in resort mini-clubs should be simultaneously: “sustainability transformers” that is to say educators wishing to engage children in transformational learning, and “sustainability actioners”, in other words, educators who believe getting children involved in sustainability activities. Implementing the changes suggested in this section (6.3) should not be too much of a challenge as the hospitality sector is quite keen to contribute to sustainable changes in the tourism industry as a whole (Ali, Murphy, & Nadkarni, 2017; Sloan et al., 2013). Additionally, implementing the changes suggested in this

section (6.3) would be an example of the operationalisation of ambidextrous management in a hospitality context. Indeed, the new management approach suggested in this section would benefit current customers and give competitive advantage to the resorts (exploitation), but would also contribute to attract new customers, namely families who are keen to positively contribute to the society (exploration). Indeed, as already mentioned in this study, being perceived as a sustainable organisation contributes to the ability of an organisation (or destination) to attract customers (Carballo et al., 2019; Gladkikh & Andrianova, 2019; Leroux & Majd, 2019). If mini-clubs can mainly be found in all-inclusive resorts (Seraphin & Yallop, 2019a, b), some high-end hotels (non all-inclusive) such as hotels managed by Groupe Barriere (Barriere, 2019, [Online]), or camping such as Camping Imbours (Camping Imbours, 2019, [Online]), etc. also have mini-clubs. The management approach suggested for all-inclusive hotels would also be applied to other types of establishment. Some of the leading eco-hotels might be more willing to try out more creative activities geared around the SDGs. The *Cocoon Boutique Hotel* (in the Philippines) could be one of them. This hotel is said to be the most committed hotel of the country in terms of environment protection. For instance, the hotel uses rainwater harvesting and groundwater harvesting for toilet flushing; the front stairwell of the lobby has natural lighting and ventilation; cleaning staff only uses eco-friendly materials; etc. (Sloan et al., 2013).

6.4. Re-empowered children: Achievement of SDGs through PRME

This study has so far provided an account of responsible management in the context of the tourism and hospitality industry. As for this section, it is providing a deeper connection to particular targets within SDGs and PRME. Taking the examples of academics specialised in marketing, Kemper et al. (2019: 1) are arguing, “Faculty are key to bringing about bottom-up change for sustainability education”. Using resort mini-clubs’ representatives as examples, this study is arguing that faculty (or academics) are not the only one who can bring change for sustainability education. It is a role that can be fulfilled by any type of “transformer” and “actioner” educator working with a younger audience.

Additionally, out of the three levels of sustainability learning identified by Sterling (2004), namely: education about sustainability (improving the current paradigm/approach of educating about sustainability), education for sustainability (is about integrating sustainability more comprehensively within an existing context or approach), and finally, education as sustainability (which is about continually exploring and negotiating sustainability for change), the new management approach of resort mini-clubs suggested in this study is actually addressing all three levels of learning, subsequently contributing to the achievement of SDGs 4 and 12 (as suggested in section 5.3), through the application of PRMEs 1, 2, and 3. The long term expected practical outcome of

the strategy being to develop the capabilities of children to be the future champions of responsible tourism values (as suggested in section 5.1).

The approach for the empowerment of children as actors for a more sustainable development of the tourism and hospitality industry using resort mini-clubs could be summarised as follows (figure 6):

[INSERT FIGURE 6 HERE]

7. Conclusion

“User-centred design is an appropriate methodology to use when designing new sustainable tourism products” (Font et al., 2018: 1662). This article has conceptually explored how UCD can enable resort mini-club managers to design animation programmes for children that can drive behavioural change in the tourism industry on the long-term, without needing to emphasise sustainability (SDGs) as an implicit key objective to achieve. Despite the difficulties and challenges to achieve sustainability, innovation appears as the way forward, as it contributes to unlock changes (Visser, 2015). This article has also provided evidence of the importance of adopting an interdisciplinary approach when conducting research in the area of sustainability, as SDGs through the PRME lens have so far never been directly associated to the hospitality and tourism industry, let alone to resort mini-clubs. Broadly speaking, this research paper is offering

the hospitality sector (and more generally businesses in the tourism industry) an opportunity to be truly responsible, instead of just appropriating themselves sustainable tourism for “greenwashing” reasons (Font, 2017). By implementing the strategy suggested in this paper, the hospitality sector could contribute to the Gap Frame at Economy and Society levels (and to some extent to governance). The main contribution of this article rests on the fact that it has addressed the following question: Where are the children in tourism research? (Poria & Timothy, 2014). This study has provided evidence that they are still disempowered, and it is even more the case when it comes to sustainability. That said, with the implementation of PRME through edutainment activities in mini-clubs’ programme of activities, they could play a more significant role.

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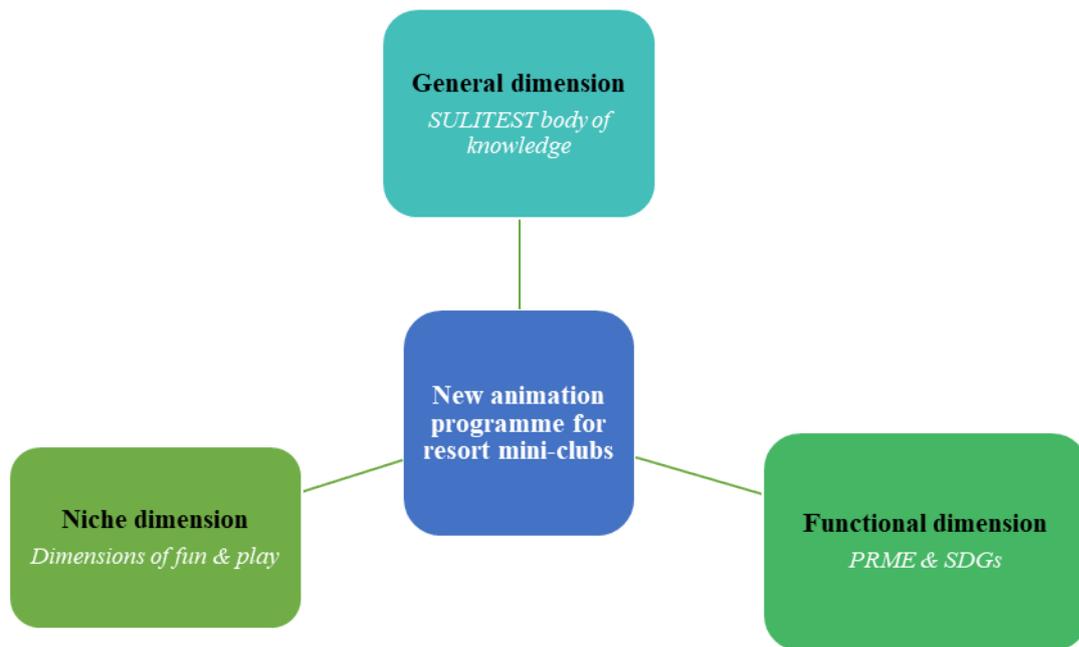


Fig. 1. The three domains model of sustainable tourism education in resort mini-clubs
Source: The authors

| Knowledge | |
|---|--|
| Sustainable humanity and ecosystems on planet Earth | <p>1 Ecosystems: Biosphere, global and local ecosystems, interdependent and diverse community of life, life supporting cycles, system closed (materials)/open (energy), etc.</p> <p>2 Humanity: Individual human needs, diversity, social fabric, cultures, local and global world, etc.</p> <p>3 Sustainability: Definition of Sustainability/Sustainable development</p> <p>4 Ecological perspective: where are we at, and why sustainability is both an urgency and an opportunity</p> <p>5 Social perspective: where are we at (demography, (in)equalities, gender equality, education, ...), and sustainability being an urgency and an opportunity</p> |
| Global and local human-constructed systems to answer people's needs | <p>6 Local and global social structures and governance: paradigms; positive results negative impacts; laws; how organizations work; land use; gender equality; etc.</p> <p>7 <i>Within local and global social structures and governance, zooms on: Education, and Culture</i></p> <p>8 Local and global economic systems: paradigms; positive results negative impacts; production, distribution, consumption of goods and services; life cycles; value chains; finances; etc.</p> <p>9 <i>Within local and global economic system, zooms on: Water, Energy, and Food</i></p> |
| Transitions towards sustainability | <p>10 How to start, reinforce, accelerate systems change</p> <p>11 Initiatives towards sustainability ... more from institution/int'l level (like UN MDGs, Global Compact, GIEC, GRI, ISO 26 000, ESD, etc.)</p> <p>12 Concepts, tools, frameworks ... more from individual NGOs or smaller networks (like Cradle to Cradle, Natural Capitalism, The Natural Step, Ecological Footprint, etc.)</p> <p>13 Examples and ideas we can learn from: case studies of successes or failures; technological, strategic, or social innovations</p> |
| We each have roles to play to create and maintain individual & systemic changes | <p>14 How does one become aware of his own roles and impacts ... ? whoever "one" is (individual, organization, south, north, etc.)</p> <p>15 How does one efficiently act to create both individual and system change ... ? whoever "one" is (individual, organization, south, north, etc.)</p> |
| ↑ Themes ↑ | ↑ Subjects ↑ |
| Knowledge of Skills | |
| Personal Skills | <p>16 Ability to reflect/self-evaluate alone and in a group; Ability to constantly renew energy; Ability to continuously to learn/develop; Creativity; Critical thinking</p> <p>17 Capacity for empathy, compassion, solidarity; Futures-oriented and strategic thinking</p> <p>18 Dealing with complexity and uncertainty; Practical problem-solving/management/planning skills</p> |
| Working with others | <p>19 Networking; Communication skills; building effective coalitions for systemic change</p> <p>20 Catalysing/managing change; Inspire a shared vision; Enable/Motivating others to act/participate</p> <p>21 Teamwork; Work in multi-cultural and interdisciplinary (diverse) settings; Participatory skills, decision-making; Conflict resolution skills/consensus building; Focus on process, dialogue, listening;</p> |
| Think & act systemically | <p>22 Ability to put in practice systems thinking concepts; identify and use leverage points</p> <p>23 Ability to zoom in and out in time and details, and to keep the desired future and global perspective in mind</p> <p>24 Ability to understand formal and informal structures, power dynamics, and interactions</p> |
| ↑ Themes ↑ | ↑ Subjects ↑ |
| Mindset | |
| 25 | Respect and care for the community of life, now and in the future |
| 26 | Humans as part of nature and not separate from it |
| 27 | Holistic versus mechanistic worldview |
| 28 | Golden rule (treat others as you would like them to treat you) |
| 29 | Belief one can initiate and reinforce personal and systemic changes towards sustainability |
| 30 | Active commitment to solve sustainability problems |

Fig. 2. SULITEST matrix
Source: Decamps et al. (2017)

① **Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



② **Principle 2 | Values:** We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



③ **Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



④ **Principle 4 | Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



⑤ **Principle 5 | Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



⑥ **Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



Fig. 3. Six PRME

Source : PRME (2019) [Online]

SUSTAINABLE DEVELOPMENT GOALS



Fig. 4. Sustainable Development Goals
Source: Gaia education (2019) [Online]

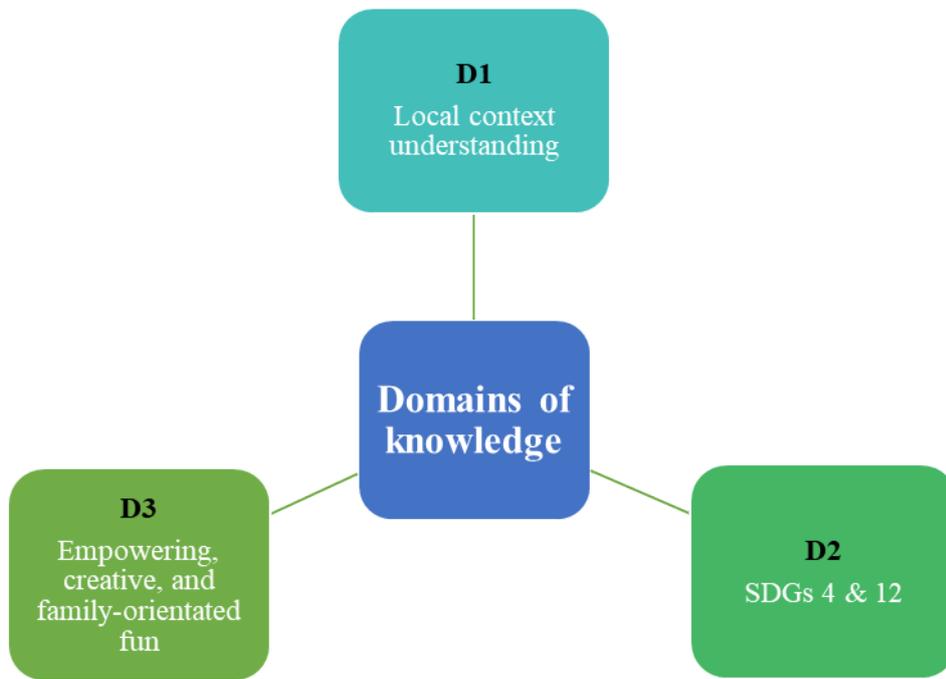


Fig. 5. The three domains of knowledge for resort mini-clubs' animation programmes
Source: The authors

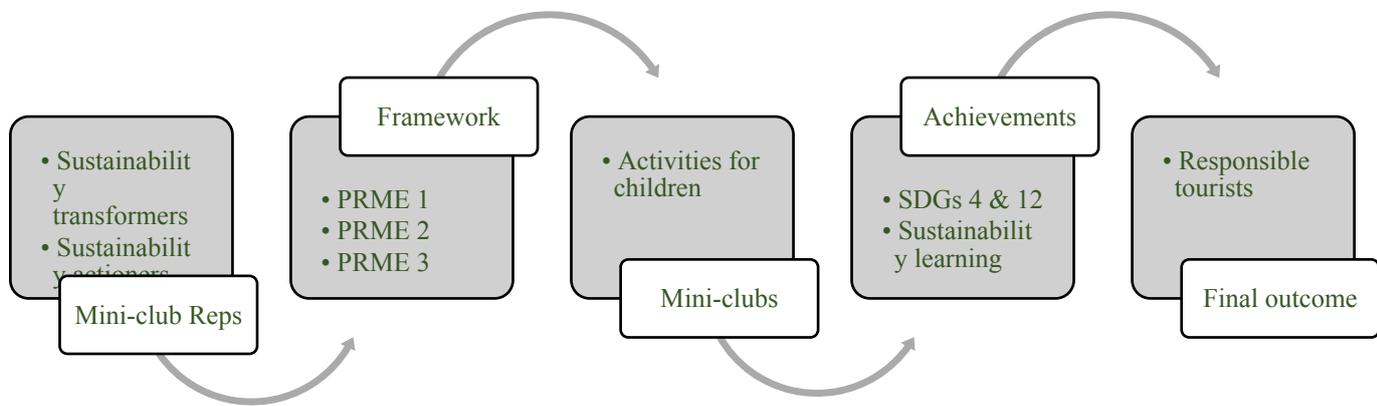


Fig. 6. New management approach of resort mini-clubs and potential outcome
Source: The authors

Table 1
Types of fun.

| Type of fun | Activities |
|--|--|
| Friend-orientated fun (Interaction and socialisation with friends) | Spending time with friends |
| | Making new friends |
| | Going to parties |
| | Doing something that makes friends happy |
| | Going to the pool or beach |
| Empowering fun (Learning, discovery, accomplishment feelings) | Doing something they are proud of |
| | Doing something on their own |
| | Getting people to listen to their ideas |
| | Getting good at something |
| | Exploring and discovering new things |
| | Showing people how good they are |
| | Doing something they enjoy all by themselves |
| | Building things |
| Creative fun (Arts and music-related activities) | Arts and crafts |
| | Creating or making something new |
| | Playing a musical instrument or singing |
| Silly fun (Silly, light-hearted, playful fun) | Being silly |
| | Watching other people do silly things |
| | Making people laugh |
| | Running or chasing others |
| Sports-orientated fun (Physical activities) | Playing sports |
| | Outdoor playing |
| Competitive fun (Being the best, showing off and having something to win) | Being able to do something better than anyone else |
| | Buying things to gain personal status and individuality |
| | Showing their friends their possessions |
| Family-orientated fun (Family interaction and activities and opportunities to display socially responsible behaviours) | Spending time with family and parents |
| | Doing something that makes parents happy |
| | Doing something to help others |
| Surprising/adventurous fun (New and surprising activities and experiences) | Trying something they have never tried before |
| | Being really surprised by something or someone |
| | Seeing something for the first time |
| Relaxing fun (Relaxing and break taking activities) | Relaxing or hanging out |
| | Deep breathing and meditation |
| | Listening to music |
| Rebellious fun (Breaking rules and risk-taking behaviours) | Going against the rules |
| | Testing boundaries and getting away with risk-taking behaviours Contradicting what others say |

Source: The authors (adapted from Poris, 2006)

Table 2

Examples of activities for the animation programme of resort mini-clubs.

| | Empowering fun | Creative fun | Family-orientated fun | How the importance & significance of sustainable tourism is communicated |
|----------------------------|--|---|---|--|
| SDG4/local context | Learning how to play a local instrument and/or learning how to speak a local language | Gardening activity (planting local seeds, trees, flowers, etc.) | Attending local events as a family | Every other week the mini-club could organise a 'super hero quiz'. For this event, every single children would be dressed up like <i>Superman</i> , but instead of having a big 'S', the costumes given to the children (made of recycled materials) would have one of the 17 SDGs. The 'super hero quiz' would happen at the mini-club: ' <i>S Club</i> ' (short for 'S Club SDGs') which would be decorated accordingly. The questions of the quiz would be related to the empowering, creative and family-orientated fun activities organised during the children (and parents) stay (see preceding columns). The winning team (parents & children) of the 'super hero quiz' would be given a prize that reflects the SDG on the costume picked by the children (for a children with a costume that says SDG 4, the prize could be a free visit to a local farm). |
| | Movie making of holidays | Drawing, painting, colouring activity of local crops or dish | Children and parents to be actors in the movie and working together to edit the movie | |
| | Discovering within resort mini-clubs the local natural biodiversity and how to protect it | | Questions/answers on the local natural diversity and awards offered to champions | |
| | Learning within resort mini-clubs about the history and main cultural monuments of the visited destination and how to preserve these monuments | | Quizzes on the theme of history and cultural monuments and awards | |
| SDG12/local context | Cooking lessons (cooking local food with local chef) | Organising competitions related to dishes decoration for children | Events organised for parents to taste the food cooked by their children | A family selfie competition entitled: ' <i>We are SDGs</i> ' will be permanently running. Basically, every children will have to take a picture of himself/herself with his family while consuming (either buying, eating, visiting, attending, etc.) a product or service they consider to be 'responsible'. The picture would then be posted on the social media platforms (Facebook, Twitter, etc.) of the mini-club. Each week staff and manager of the mini-club would pick a winner. The children from the winning team would get a Fairtrade prize. |
| | Blind testing of local food by children to identify name | | Bonding activities (parents are blinded, and they need to identify the food their children are giving them) | |
| | | | Family shopping in local businesses | |

Source: The authors

Table 3

Costs/benefits analysis of theming resort mini-clubs animation programmes for key stakeholders.

| Stakeholders | Benefits | Costs |
|---------------------------------|--|--|
| Children and parents | Better understanding of sustainability | No additional cost |
| | Unique experience | |
| | Good understanding of the destination | |
| | Cognitive understanding of the destination | |
| Resorts and mini-clubs | Competitive advantage (PRME champion of resorts) | Training of staff, etc. but no additional financial cost |
| | CSR policy | |
| Destination and local community | Bridging the gap between locals and visitors | No additional cost |

Source: The authors

Tuesday, 26 November 2019

Dear Editor,

Please find attached the resubmission for the paper entitled “*Investigating the Application of the Principles for Responsible Management Education to Resort Mini-Clubs*”.

Corrections in **RED** are for reviewer 1. As for corrections in **GREEN**, they are for reviewer 3.

Please do not hesitate to contact us should you wish to discuss any aspect of this paper.

Warm regards,

The authors