

Call for contributors:

Managing the Visitor Economy: Concepts, Collaborations and Cases



Textbook title:
Managing the Visitor Economy: Concepts, Collaborations and Cases

Editor(s):
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Bio:
Dr. Michael B. Duignan is a Senior Lecturer at the Faculty of Business and Law, Coventry University specialising in the management and organisation of the visitor economy. He has significant experience managing national educational programmes (doctoral education and visitor economy related); advising on regional and national policy and strategy in relation to tourism, events and festivals; consulting small businesses on innovation projects; and is the owner-director of 'Tiptoe' – a Cambridge (UK) based tour experience company (www.tiptoetravel.co.uk). Mike has published in a range of international journals (e.g. Tourism Management, Tourism Geographies, Event Management), industry and policy publications, and led numerous internationally funded projects, most recently with the International Olympic Committee (IOC) examining how entrepreneurs in penurious conditions (i.e. favelas) can leverage visitor economy related benefits of mega-events and the broader visitor economy. In 2015, he won the Association for Tourism in Higher Education (ATHE) award for 'Leadership in the Visitor Economy' at the University of Oxford, sponsored by VisitEngland for his work on 'slow tourism', and is genuinely passionate about the critical *and* constructive role of the visitor economy for building sustainable, inclusive local communities and regional economies.

Coventry University PURE Profile: <https://pureportal.coventry.ac.uk/en/persons/mike-duignan>

Overview

1. Concepts

Managing the Visitor Economy: Concepts, Collaborations and Cases will examine current and critical opportunities and challenges facing key stakeholders spearheading, organising and managing various elements of the visitor economy. At its core is an emphasis on social and economic responsibility, inclusivity and sustainability for the places, spaces and cases examined throughout the book, and providing an accessible learning portal into complex issues that have been at the forefront of publications related to the visitor economy, particularly those across the tourism, sports and cultural events and festival sector. There are a number of innovations proposed that will hopefully distinguish this book as a key read, alongside other key texts across the student lifecycle and learning gain across both undergraduate and postgraduate study.

The book will contain two core, distinct sections:

- i) Disciplinary perspectives
- ii) Applied-problem based perspectives, examining salient challenges facing managers today.

1.1 Disciplinary perspectives

The call is looking for contributions that examine the following disciplinary perspectives in the context of the visitor economy:

- Managing stakeholders
- (Re)configuring public space
- Making places and developing destination competitiveness
- Way-finding: Influencing flows, circulations and consumption behaviours
- Creating, amplifying and marketing the urban and rural offer
- Being entrepreneurial and innovating new products and services
- Analysing and evaluating impacts
- Embedding technology
- Developing and regenerating local communities and regional economies
- Managing environmental footprint and challenges

Disciplinary areas will sit primarily within the business, management and organisations field, and/or over-laid with social science and humanities perspectives – to ensure broad theoretical scope, appeal and underpinning.

1.2 Applied-problem based perspectives

The call is looking for contributions that examine the following applied-problem based perspectives in the context of the visitor economy:

- Tackling over-tourism
- Promoting well-being and happiness
- Developing the night-time economy
- Designing accessible spaces and places
- Leveraging event portfolio's
- Creating 'festival cities'
- Enhancing the visitor welcome and experience
- Gaming principles and gamification
- Fostering liminality
- Leveraging the local food, drink and hospitality offer
- Developing a 'city for all' and the inclusion of socio-economically deprived communities
- Regenerating the coastal offer.

Applied-problem based perspectives will be contextually rooted and will be highly interdisciplinary. Theoretical rigour is less (but still) important, where industry and policy implications, actions and recommendations will be of primary value. All sections, across both perspectives will reflect and consider implications for the core value of this book around: responsible, sustainable and inclusive social and economic development. There is an explicit conclusive space at the end of each section for authors to consider these issues as illustrated below in Section 2.

Note to potential contributors: there is some scope to tweak and/or add new sections to the chapter. If you are interested in contributing but your desired area is not listed above, email the Editor for an informal discussion.

2. Collaboration and cases

Led by an academic and supported by a student from the same institution, this call for contributions invites jointly written submissions with at least one additional co-author and collaborator of the following stakeholder groups:

- Industry
- Policy
- National or regional government and/or non-government bodies
- Another non-academic perspective of your choosing where relevant to the contribution.

Note to potential contributors: Although there is a minimum number of authors (3), there is a liberal upper limit – contributors are free to include as many authors as they deem appropriate, up to 10.

Co-authors will work together to theorise and develop a case study to apply theory within a given place, situation and context. Case studies can be generated through primary and/or a synthesis of existing qualitative and quantitative data to explore, examine, extend or refute aspects of the theory and concepts in question.

The Editor will provide detailed structure and pro-forma for all contributors which will allow for some standardisation between contributions, but also provide flexibility and creative space. Each section will have a clear set of learning objectives, a conceptual framework of ideas which will then be followed by an empirical contextualisation into a single or multiple case studies that serve as a primary evidence base to bring concepts to life, act as a heuristic for applying, supporting and/or refuting, extending and/or (re)conceptualising theory. The Editor envisages the structure of contributions to take the following frame:

- Learning objectives and a mapping of the associated skills, knowledge and competencies (See Section [x] below for details);
- Theoretical framework as a graphical abstract;
- Introducing the theory and previous case study evidence and practices;
- Introducing the case of [XYZ]: the what, how and why?
- Reconceptualising the theoretical framework: Key learning? Extend? Refute?
- Case study conclusions and recommendations for practice, policy and the academy;
- Closing statement: Author(s) reflection on the linkage between the contribution and sustainable and inclusive regional development;
- Self-assessment test (quiz);
- Developing skills, knowledge and competencies: Further resources, critical questions, advanced reading, useful

websites and additional online blended learning materials.

As noted above, academics are to work with student(s) from the same institution to foster a ‘students as partners’ ([see Higher Education Academy, 2014](#)) approach linked to ‘co-inquiry’ partnership in research production. This is a key area to build academic-student relations to help develop critical inquiry, analysis, and writing skills. Joint collaboration with stakeholders outside the institution has the power to strengthen external ties and networks: a key graduate outcome for both undergraduate and postgraduate students studying aspects of the visitor economy across the globe. As part of the collaborative focus, the Editor hopes that including perspectives from key local, regional, national and international industry leaders and policy makers will not only strengthen final output but increase readership by those situated inside and outside of academia.

Additional key pedagogic features include:

- Case studies are, as clarified throughout, at the heart of this key text – written by those at the heart of the management issues;
- VE-SKC Framework will be embedded in every section with space for readers to reflect and track their own development;
- Development of theoretical frames at the beginning of each section to illustrate how complex concepts, cases and methods work together to create debate (this will be followed by reconceptualization’s after the case, something usually missing from most key texts);
- Action learning suggestions and activities will be provided throughout, alongside suggested readings and detailed referencing listing to follow and extent lines of debate;
- Further, critical questions and debate for use in and out of the class room, particularly useful for embedding in VLE sites;
- Blended learning materials (outside, but directed from the book): Short videos for both theory, empirical and case work. Ideally a short version of each section, split up like a ‘Blinkist’ would be ideal to focus on salient points (<https://www.blinkist.com/>).

3. Visitor Economy Skills, Knowledge and Competencies Framework (VE-SKC Framework)

A key, globally recognised question for graduates is around the skills, knowledge and competencies industry and policy makers operating within the sector of the visitor economy wish – and demand of – graduate and post-graduate students. As part of the development of this text, the Editor will be conducting an extensive survey across academic/industry/policy networks to do a systematic review of primary, secondary and literature evidence to concisely articulate the key skills, knowledge and competencies related to the visitor economy.

Articulations will be both broad, and where appropriate focused on the specific skills required in different geographical areas, cultures and/or contexts – in the form of different ‘lens’ (i.e. Vitae’s Researcher Development Framework (RDF) and related lens – [see Vitae, 2018](#) for a similar example). The Editor will amalgamate all findings from this research exercise, alongside other disparate frameworks currently published globally, to develop a synthesised version for the book as illustrated in the Table of Contents – referred to as the “Visitor Economy: Skills, Knowledge and Competencies Framework” (VE-SKC Framework).

The VE-SKC Framework will be embedded into every section, and authors of each section will note the specific skills, knowledge and competencies attributes that relate to the concepts, cases and/or the supplementary resources developed. The Editor will play an orchestrating role to ensure that all sections with additional resources cover all the SKC identified, by working closely with the authors. As part of the book, the Editor will develop a related personal development plan (PDP) dedicated to the framework for students to map, plan, develop key skills, knowledge and competencies and execute related actions across both undergraduate and postgraduate levels. Academics can use the framework to plan learning and teaching activities aligned with skills, knowledge and competencies needed – and – with the programme and module level learning objectives.

3 key features of the book

- Balances both management disciplinary perspectives, alongside critical and current issues salient for managers in the visitor economy – a key read for scholars, students, industry leaders and policy makers;
- In-depth, rigorous theoretical, empirical and case study analysis by inviting collaboratively written pieces by influential academics, industry leaders, policy makers, national institutes and students (as partners);
- Integrates a comprehensive approach to the development of Visitor Economy – Skills, Knowledge and Competencies Framework (VE-SKC Framework) as part of all sections, with opportunity for students to reflect, map and track own development as an outcome of reading the text and other, supplementary (blended) resources provided.