



# **International Institute for Peace through Tourism**

**1<sup>st</sup> European Conference**

**Leeuwarden**

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A large, diverse group of people, including men and women of various ethnicities, are sitting in a circle on the floor. They are all smiling and appear to be engaged in a group activity or discussion. The background is a light, neutral color.

# **Conflict Analysis in Tourism Education**

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***Substantial attention has been given to issues of conflict resolution in the field of resource and environmental management ...; however, relatively little attention to such issues has been forthcoming in tourism, a somewhat surprising situation given the extent to which research on tourism destination development and the social impacts of tourism have highlighted the extent to which dissatisfaction often arises with tourism by the residents (Hall, 2000:183)***

# **Why study conflict analysis in tourism?**

- **Intellectual development**
- **Critical thinking**
- **Research skills**
- **Problem-solving skills**
- **‘Transperceptual learning’**
- **Positive attitude change**
- **Understanding of the subject**
- **Resolution**

# **Conflict complexities**

- **Universality and pervasiveness**
- **Scale (individual to global)**
- **Perceptual filters – culture, race, ethnicity, gender, knowledge, experience**
- **Emotional involvement**
- **Positive elements**



# Overview

- **Industrial conflict**
- **Environmental conflict**
- **Institutional conflict**
- **Conflict alleviation**
- **Tourism as contributor to alleviation**
- **Conclusion**

# **Industrial Conflict**

- **Occurs within and among enterprises and organisations**
- **Working conditions and career paths**
- **Competition (at enterprise level)**
- **Competition (at regional level)**
- **'Free rider' problem**
- **Unequal bargaining power**

# **Environmental Conflict**

- **Negative impacts on biophysical and sociocultural environments**
- **Climate change – ‘carbon footprint’**
- **Commoditization of culture/heritage**
- **‘Sleaze’ tourism**
- **Avoidance measures – Impact Assessment, Limits to Acceptable Change**

# **Institutional Conflict**

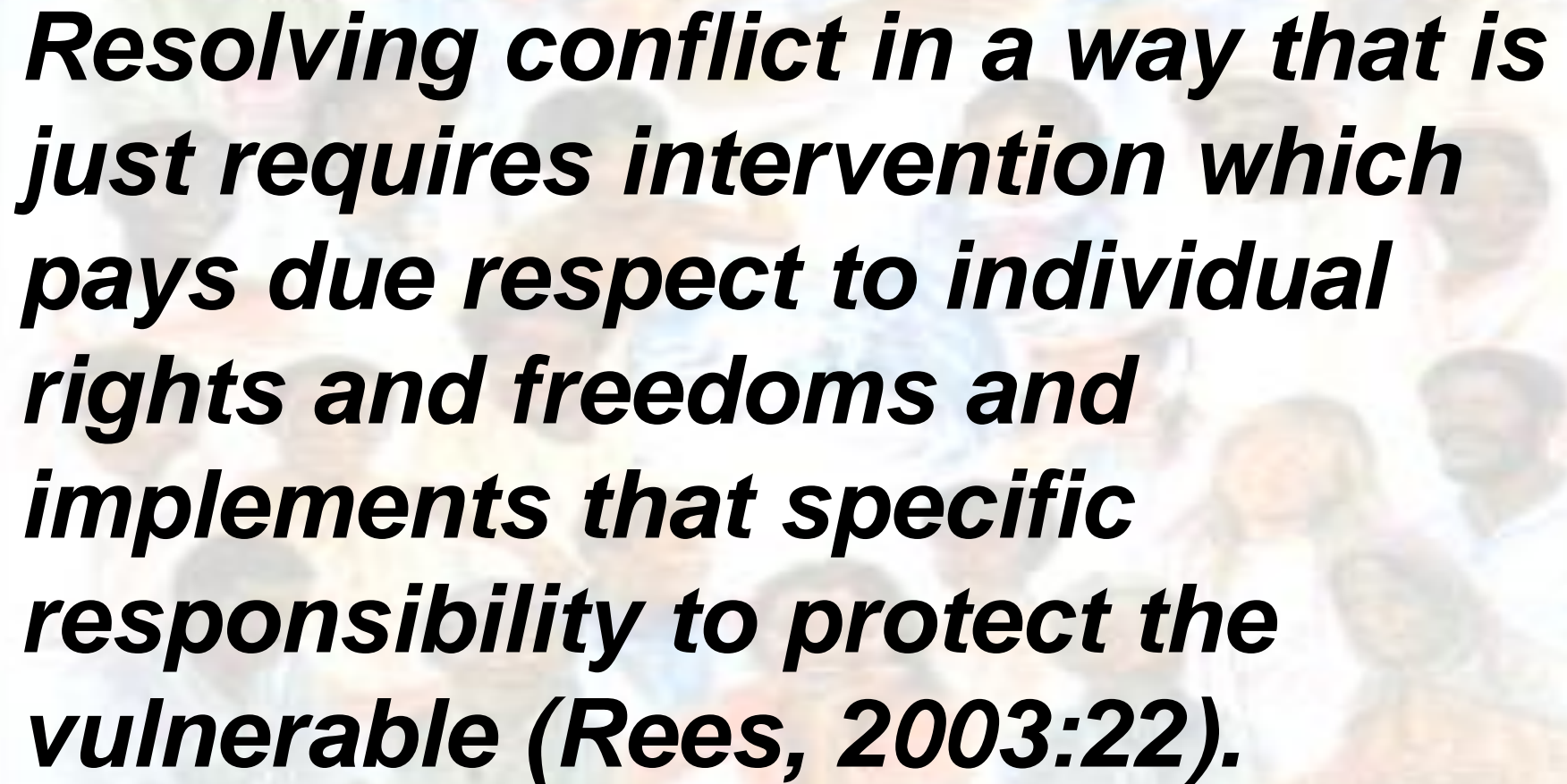
- **Universality - powerful force**
- **Institutional status (like sport)**
- **Wants creation**
- **Neocolonialism – dependence, lack of control, benefits distribution, leakages, non-local employment**
- **Disregard for human rights**

# **Conflict Alleviation in Tourism**

- **HR and business solutions – negotiation, mediation, arbitration - BUT**
- **Need for specialized strategies**
- **Codes of ethics – compliance problems**
- **Persuasion, exposure, education**
- **Stakeholder involvement**
- **Resident-responsive tourism**
- **Conflict management**

# **Tourism as Contributor to Conflict Alleviation**

- **Host-visitor contacts**
- **Cross-border interaction**
- **Pro-poor tourism (PPT)**
- **Counter to power imbalances**
- **Reconciliation**



***Resolving conflict in a way that is just requires intervention which pays due respect to individual rights and freedoms and implements that specific responsibility to protect the vulnerable (Rees, 2003:22).***

# Conclusion

- **Need for Tourism Conflict Management system (TCMS) –avoidance, analysis, negotiation, mediation, arbitration, conciliation, persuasion, participation**
- **Trend in literature - destination stewardship, host community environments, community representation**

# Central Element - Hosting

- **Consumption away from home**
- **Emphasis on host-guest relationship**
- **Core ethic – cordial reception, attention to welfare, avoidance of harm and offence**

# **Task 1: Workplace Conflict**

*In labour management situations, both sides have a stake in the success of the enterprise, but they will be in conflict over the division of the reward.*

**Analyse the following issue:**

**Drivers and guides employed by a major international coach tour company complain about their dependence on end-of-tour gratuities to provide them with a 'reasonable' income.**

# Analysis 1

- **How can the issue be defined?**
- **What needs of the company, employees, tours participants may be met by this practice?**
- **What negative impacts may be experienced by the company, employees, tour participants?**
- **Is the practice consistent with legal requirements?**
- **How does the wage compare with other occupations?**
- **Which party has greater power?**
- **What are the options?**

# Task 2: To fly or not to fly?

***Concerns about climate change attributed at least in part to the 'greenhouse gas' emissions from planes have led to calls for people to reduce or reject travelling by air. The precautionary principle suggests that, even in the absence of definitive proof, we should take measures to reduce the emissions suspected of causing the damage.***

**Debate the following:**

- (a) Should governments legislate to reduce the use of air travel for leisure purposes?**
- (b) Should people reduce or avoid use of air travel for leisure purposes?**

# Analysis 2

- **What proportion of air travel is for leisure purposes?**
- **What proportion of the population use airlines for leisure travel?**
- **What proportion of carbon emissions is attributable to air travel?**
- **Without intervention, is air travel likely to increase?**
- **How effective are the alternatives to air travel?**
- **Can technological development provide a solution?**
- **Is it possible to compensate for the damage caused by air travel?**

# **Task 3: To climb or not to climb?**

***Climbing Uluru (Ayers rock) has been a favourite visitor activity since the 1950s. There have been 37 deaths and many injuries among climbers. The indigenous Anangu owners deem The Rock a sacred 'dreaming place'. Reluctant to place a ban on climbing, they have erected a sign expressing their sadness over the deaths and urging visitors not to climb The Rock.***

**Debate the question: Should visitors climb The Rock?**

# Analysis 3

- **Why is climbing The Rock such a popular activity?**
- **Why is climbing The Rock opposed by the Anangu people?**
- **Should the climb be promoted by the tourism industry?**
- **Should climbing be banned by regulation?**
- **Is negotiating power in this issue evenly distributed?**

# **Task 4: 'Scams'**

## **1. *The shoe-shine boy***

***A tourist unwittingly returns an apparently dropped brush, is rewarded with the offer of a free shoe-shine, and is subjected to a hard-luck story designed to extract a generous tip.***

## **2. *The baggage handler***

***In a third world airport a tourist waits while almost all the other passengers collect their luggage from the carousel. He is approached by a local who offers to enter the security area to see if their luggage has been held up. The local emerges a few minutes later with the missing luggage and demands a tip for the service rendered.***

**Analyse the conflict in these situations.**

# Analysis 4

- **Is there any criminal activity involved?**
- **Who benefits from these activities?**
- **Are there disadvantages associated with these activities?**
- **Are there any extenuating circumstances?**
- **Have the touts found a way to exercise power over the tourists?**