SERV 4001
STRATEGIC MANAGEMENT IN TOURISM AND HOSPITALITY

COURSE OUTLINE
SESSION 1, 2006
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1. COURSE STAFF

Lecturer-in-charge: Ms Emma Wong
Office: John Goodsell Building Room 311
Consultation times: Friday 2-4pm or by appointment
Telephone: 9385 3384
Email: emmawong_99@yahoo.com

1.1 Communication with Staff
The easiest way to contact me outside consultation hours is via email. I will endeavour to get back to you within 24 – 48 hours.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
Day/Time: Wednesday 9am to 12 noon
Venue: MAT 309

2.2 Units of Credit
This course is worth 6 OC.

2.3 Relationship of this course to other course offerings
Instead of adopting the traditional business management approach to studying strategic management in hospitality and tourism, this course offers an alternative perspective by examining some of the most controversial economic, societal, and environmental issues involved in tourism development. I will illustrate how balancing the rights and interests of stakeholders is in fact the core of strategic management and the way to sustainable tourism development. This course can be considered a complement to other business-oriented courses in the program.

2.4 Approach to learning and teaching
Apart from the reading material recommended in this course outline, I will draw upon cases and examples in periodicals, as well as the experience of students and the lecturer. Issues will be critically analysed via facilitated debates and discussions in class.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
Destination managers and industry practitioners are often bombarded with issues that require the balancing of interests amongst stakeholders. For example, what constitute a fair distribution of benefits and revenues generated from tourists? What are the moral implications of sex-tourism? Should outbound tourism to countries with oppressive regimes be encouraged knowing that tourism could be a significant economic booster to the local peoples? As a tourism policy maker or a business manager, how would you go about addressing these issues? We have all been lectured about sustainable development but is it that easy to “walk the talk”?

SERV 4001 – Strategic Management in Tourism and Hospitality
This course does not impose any moral standards on how a destination or a tourism business should be managed, but aims to:

1. challenge students with controversial economic, societal and environmental issues involved in tourism development;
2. illustrate to students possible approaches to finding a balance between the rights and interests of different stakeholders – government, community, industry, and individual travellers – in achieving sustainable tourism development; and
3. equip students with critical analytical skills that they would need to become a responsible traveller and manager in the public/private sector.

3.2 Student Learning Outcomes
By the end of this course, students should be able to:
1. analyse relationships amongst tourism stakeholders in the context of tourism development;
2. understand the influence of various political forces in the international arena on tourism;
3. conduct a 360-degree assessment of the potential impact(s) of a given tourism development policy/practice; and
4. devise a strategic plan that address issues brought about by the given policy/practice.

3.3 Teaching Strategies
This course will be conducted on a discussion and lecture basis, with at least half of the class time be facilitated debates/discussions. It will draw upon cases published in public or trade periodicals as well as the experience of students and the lecturer. Students must study the reading assignments prior to class so that they may contribute intelligently and thus gain maximum value from the course. Towards the end of the session, students will present in small groups a selected tourism development issue and a corresponding strategic plan. The best plan(s) would be submitted to the government department or organization concerned.

4. STUDENT RESPONSIBILITIES AND CONDUCT
For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website. http://www2.marketing.unsw.edu.au/nps/servlet/portservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies

4.1 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

5. LEARNING ASSESSMENT
SERV 4001 – Strategic Management in Tourism and Hospitality
5.1 Formal Requirements

In order to pass this course, you must:

- perform satisfactorily in all assessment tasks;
- achieve a composite mark of at least 50; and
- gain at least 50% of the allocated marks in the mid-term test.

5.2 Assessment Details

<table>
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<tr>
<th>Assessment Component</th>
<th>Component Weighting</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term test</td>
<td>40%</td>
<td>12 April 06</td>
</tr>
<tr>
<td>Case study (group) presentation</td>
<td>25%</td>
<td>Wk</td>
</tr>
<tr>
<td>Case study (group) report</td>
<td>25%</td>
<td>9 June 06</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Throughout</td>
</tr>
</tbody>
</table>

5.2.1 Mid-term test on 12 April 2006 (worth 40%)

A one-hour written test will be designed to test students' ability to critically analyse real managerial problems based on the concepts and theories taught in class. The test will consist of short questions.

5.2.2 Case study – Group presentation and group report (worth 25% each)

**Overview**

This project requires students (in groups of 5 to 6) to conduct a 360-degree assessment of the potential impact(s) of a chosen tourism development policy/practice, and to devise a strategic plan that address issues brought about by the policy/practice. Specifically, the following questions should be answered:

a) What is the background of the selected policy/practice? What is the nature of the issue being examined?
b) Who are involved?
c) What are the roles, interests and rights of these stakeholders?
d) What are the impacts of the policy/practice?
e) What is the nature of the conflict/controversy?
f) What should be done to resolve the situation?

Concepts and theories learnt in class should be applied. This project will also be an opportunity for students to practise teamwork, presentation skills, and report writing skills.

**Getting started**

Students will be given two weeks to form their group and to identify a current/recent controversial tourism development issue in the Asia Pacific
region with the help of the lecturer and periodicals. A 3- to 5-line description of the issue should be submitted to the lecturer via email or in person on or before 15 March 06 (the earlier the better) for approval.

The presentation (25%)  

Groups will present during class time in Week 12 to 14. Order of presentation will be determined by a random draw in class in Week 3. Groups are required to present their case in 35 minutes and to host a 10-min question & answer session. A mark will be given by the lecturer at the end of the presentation based on the criteria listed below but the final mark is subject to adjustment by peer evaluation. (Note: A peer evaluation form will be provided. The use of the form is optional but it has to be submitted on or before 9 June 06 to be considered. Information provided on the form will be treated in confidence.)

The evaluation criteria for presentation are:

1. Introduction (max 20 out of 100 points)
   - Area of topic defined
   - Terms that are unusual or unfamiliar to audience defined
   - Outline presented

2. Body (max 35 points)
   - Presented in logical and organized sequence
   - All questions set out above are covered
   - Concepts and theories taught in class are applied
   - Contents and findings are relevant and significant
   - Each topic is presented clearly and succinctly
   - Clear understanding is demonstrated
   - A variety of sources used
   - Conclusions, critique and recommendations are included where appropriate

3. Summary/Closing (max 15 points)
   - Overall topic redefined
   - Main points and recommendations summarized
   - Questions from audience are answered with factual information

4. Style of presentation (max 15 points)
   - Presentation is given with enthusiasm
   - Professional phraseology understandable to audience is used
   - Strategy for presentation is creative and appropriate
   - Interest in audience is generated (evidenced by questions and comments from listeners)
   - Good teamwork is demonstrated

5. Use of audio/visual materials (max 15 points)
   - Audio/visual materials used are relevant and useful to supplement and illustrate major points
   - Audio/visual materials are presented with smooth transition
Audio/visual materials are easily heard/visible to audience

The report (25%)

All groups must submit a written report before 5pm on 9 June 06 (see also Section 5.3 below). It should contain about 2000 words (± 10%), typed and 1.5-line spaced (word count does not include words in tables, figures or reference list). A list of references, i.e. materials referred to in the report, must be presented in APA style at the end of the report. Supporting materials, such as brochures, must be securely attached to the report. A mark will be given by the lecturer based on the criteria listed below but, again, the final mark is subject to adjustment by peer evaluation. (Note: A peer evaluation form will be provided. The use of the form is optional but it has to be submitted on or before 9 June 06 to be considered. Information provided on the form will be treated in confidence.)

The evaluation criteria for written report are:
1. Introduction (max 20 out of 100 points)
   ✦ Area of topic defined
   ✦ Terms that are unusual or unfamiliar to reader defined
   ✦ Outline presented

2. Body (max 50 points)
   ✦ Presented in logical and organized sequence
   ✦ Strong coherence throughout the report
   ✦ All questions set out above are covered
   ✦ Concepts and theories taught in class are applied
   ✦ Contents and findings are relevant and significant
   ✦ Each topic is presented clearly and in depth
   ✦ Clear understanding is demonstrated
   ✦ A variety of sources used
   ✦ Conclusions, critique and recommendations are included where appropriate

3. Summary (max 15 points)
   ✦ Overall topic redefined
   ✦ Main points and recommendations summarized

4. Style of presentation (max 15 points)
   ✦ The overall presentation and formatting make reading easy
   ✦ The report is free of grammatical and spelling mistakes
   ✦ Professional phraseology understandable to reader is used
   ✦ Photos, diagrams, tables, brochures etc. are used (where appropriate) to supplement and illustrate key points

5.2.3 Participation (worth 10%)
Students are expected to attend all lectures and be punctual. Your participation will also be evaluated based on your intellectual contribution in class.

5.3 Assignment Submission Procedure
A hard-copy of group report should be handed in to Ms Emma Wong's office before 5pm on 9 June 2006. Late submission will be penalized.

5.4 Late Submission
Information about late submission of assignments, including penalties, is available on the School of Marketing’s website

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:
http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_SpecialConsideration  Note: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

6. ACADEMIC HONESTY AND PLAGIARISM
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:
www.my.unsw.edu.au/student/atoz/Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:
- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.
Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.
7. STUDENT RESOURCES

7.1 Course Resources

- Prescribed texts:

- Additional materials provided in WebCT

- Tourism journals available on Sirius, e.g. Annals of Tourism Research, Tourism Management, Current Issues in Tourism etc.

7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:
- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services;

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:
- Examination procedures and advice concerning illness or misadventure;
- Supplementary Examinations;
- Occupational Health and Safety policies and expectations;

For information and links relating to the above services, please see [note School web pages where this information is presented]

8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process ([http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm](http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm)) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
## 9. Course Schedule

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<th>Week #: Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td><strong>Introduction</strong></td>
<td>Overview; What is ethics?</td>
<td>Smith &amp; Duffy Ch. 1; Fennell Ch. 1 to 4, 11</td>
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<tr>
<td>1. March 1</td>
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<tr>
<td><strong>Relationships among stakeholders</strong></td>
<td>Who owns it? Define stakeholders</td>
<td>Smith &amp; Duffy Ch. 4; Fennell Ch. 5</td>
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<tr>
<td>3. March 15</td>
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<tr>
<td><strong>The international arena</strong></td>
<td>Globalisation &amp; commodification of culture; Mid term test</td>
<td>Smith &amp; Duffy Ch. 6; Fennell Ch. 5</td>
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<tr>
<td>7. April 12</td>
<td></td>
<td></td>
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<tr>
<td>Recess – April 19</td>
<td>Recess</td>
<td></td>
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<tr>
<td>8. April 26</td>
<td>Countries with oppressive regimes</td>
<td>Smith &amp; Duffy Ch. 5; Fennell Ch. 5</td>
</tr>
<tr>
<td>9. May 3</td>
<td>Interference of international organizations</td>
<td>Fennell Ch. 5</td>
</tr>
<tr>
<td><strong>Solutions?</strong></td>
<td>Sustainable/community-based tourism</td>
<td>Smith &amp; Duffy Ch. 7, 8; Fennell Ch. 7</td>
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<td>10. May 10</td>
<td></td>
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<tr>
<td><strong>Code of practice; tourist behaviour management</strong></td>
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<td>Smith &amp; Duffy Ch. 4; Fennell Ch. 9</td>
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<td>11. May 17</td>
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<tr>
<td><strong>Voice out!</strong></td>
<td>Groups Presentations</td>
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<td>13. May 31</td>
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<tr>
<td>14. June 7</td>
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