Faculty of Business
School of Marketing

SERV4001
Strategic Management in Tourism & Hospitality

COURSE OUTLINE
SESSION 1 2007
Dear Students,

Welcome to your studies in SERV4001 Strategic Management in Tourism & Hospitality. I hope that you will enjoy the course and am confident you will build on the firm foundation of tourism and hospitality knowledge you already have gained from the SERV degree program. My hope is that you will enjoy the participatory approach in class and happily meet the various challenges you will experience along the way. Over time – I anticipate and indeed encourage students’ increased contribution as you near graduation and graduate entry into the workforce. We are together embarking on a great learning journey!

To maximise your benefit from the course experience, it is essential that you understand the course requirements, content, teaching methods, assessment tasks, texts, readings and general expectations. It is a good idea also to read the course outline carefully before the first session. It is designed to equip you with as much information as possible from the start of your course, so that you will know what to expect and also what UNSW expects of you to fulfil course requirements satisfactorily. If you have any questions, please feel free to contact me.

I look forward to our journey into the survey of, and case studies in, key issues in international tourism and hospitality management

Nina Mistilis
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1. COURSE STAFF

Course coordinator
Dr Nina Mistilis
John Goodsell Building Room 243
Phone 9385 2639 Email n.mistilis@unsw.edu.au
Consultation: Monday 1200-1300 hours; Thursday 1600-1700 hours
Other times by appointment

Dr Nina Mistilis is a senior lecturer in the tourism and hospitality management group, School of Marketing, University of New South Wales. She publishes widely, her current tourism research interests being policy and planning (including knowledge management for crises and disasters), and information and communication technology (ICT) and management and has received a number of tourism grants. She is a foundation board member and vice president of the Australasian Chapter of the International Federation of Information Technology and Tourism (IFITT). Her earlier industry experience includes senior appointments in a tourism lobby group and in a global banking corporation. She has a Bachelor of Arts with honours in politics from Macquarie University and a Doctorate of Philosophy in Political Science from the Institute of Advanced Studies, Australian National University.

1.1 Communication with Staff
As above – by email or phone

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
The course has a three-hour lecture and tutorial each week; there is no tutorial in week one or fourteen. In the earlier weeks of the course, the lecture and tutorial will normally be about one and one half hours each; from week 9, the whole class time will be mainly in tutorial format:
Lecture and Tutorial Monday 1400-1700 (CivEng G1)

2.2 Units of Credit
The UOC value for the course is six units of credit

2.3 Parallel teaching in the course
n/a

2.4 Relationship of this course to other course offerings
The course forms an integral part of the core program in tourism for the year four of the Bachelor of Commerce Services Marketing (Tourism & Hospitality).

2.5 Approach to learning and teaching
There is a mix of teaching strategies which together aim to develop skills (personal and academic) and knowledge associated with the objectives of the course. The delivery is student centred with readings and other preparation for class each week, lecture/presentations by academic and key industry visitors.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
This course examines the practical application of tourism and hospitality management to the operation of major industry sectors and key organisations within them. The course involves experiential learning with industry executives in workshops and seminars, debating current & 'live' issues.
The course aims to survey key issues in international tourism management and encourage creative strategic management problem solving in preparation for the students' graduate entry into the workforce. The course introduces students to key concepts associated with global tourism strategic management and the practical experience of analysis in, and application to, a contemporary case study. The areas of study in the course include an approach to the case study method, an analysis of key issues in international tourism and hospitality management and step by step application of case study analysis.

Tourism is uncharted and of growing importance on a global scale, yet challenging to manage and develop in the marketplace. Although tourism is forecast to increase globally, especially in the Asia Pacific region, so too is competition, especially amongst destinations. Therefore future tourism managers, leaders and decision-makers need a thorough knowledge of its complex nature and characteristics to underpin their competent management. More generally, they need to ensure that their destination and their firm can continue to offer a competitive tourism product.

Tourism and hospitality are demanding academic disciplines due to their recent development and consequent gaps in literature. The course aims to contribute to the provision of suitably qualified tourism managers in Australia and globally, by providing students with skills and advanced knowledge necessary for swift critical analysis and sound managerial decision-making in the context of the challenges in these exciting, rapidly expanding industries.

3.2 Student Learning Outcomes
Upon successful completion, the student should be able:

2.1 to demonstrate advanced skills in information literacy, critical analysis and written, oral and poster communication;

2.2 to demonstrate a firm foundation of knowledge of critical issues in international tourism and hospitality management, including basic concepts in strategic tourism and hospitality management, which enables analysis and problem solving in these fields; and

2.3 to apply conceptual frameworks and theories to identify and analyse a range of international strategic tourism and hospitality issues.

3.3 Teaching Strategies
Lectures are generally interactive with students encouraged to participate by sharing a tourism experience which highlights some important point, by commenting on any concept of interest or concern, or by querying any contention in an informed or logical manner. Expert industry visitors also give lectures from time to time. The tutorials encourage a more relaxed and applied analysis of the topic through set tasks and group work, thereby facilitating deep learning.

The course outline is available on the course website which is accessible through http://vista.elearning.unsw.edu.au or through the School of Marketing website. The lecture notes for week one will be handed out in the lecture; for all other weeks they will be placed on the UNSW Web by close of business (COB) each Thursday. Additional reference material on the topics may be advised or handed out to students during the semester.

Students should print the lecture notes out and bring them to the lecture. Students are advised to prepare for each topic by completing the readings and tasks listed for the week and to participate fully in informed discussion during class.

The teaching rationale is that students should take control of their academic and personal development. This in turn leads to increased confidence in their learning ability, critical analysis, information literacy and problem solving, now whilst at university. It also prepares students for tourism leadership and their future management roles in the tourism workforce next year.

These tutorials need special attention from students, especially to note the main discussion points of the cases, which may not be included in lecture notes. Usually the collective class approach throws up some interesting case 'angles', views and analyses which the individual
student may not have discerned outside the class, but which of course may be pertinent and examinable.

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. 

4.1 Workload
It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. 
Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

4.2 Attendance
Your regular and punctual attendance at lectures and tutorials 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.

4.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct, which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.

5. LEARNING ASSESSMENT

5.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).
5.2 Assessment Details
There are five assessments in total, detailed below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment</th>
<th>Due</th>
<th>weight (%)</th>
<th>learning outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Assessment one – international case study in tourism &amp; hospitality management - industry sectors, issues in tourism and hospitality</td>
<td>tutorial wk 2, 3 - case choice</td>
<td>2</td>
<td>2.1</td>
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<tr>
<td></td>
<td></td>
<td>1330hrs Mon wk 5</td>
<td>18</td>
<td></td>
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<tr>
<td>2</td>
<td>Assessment two midterm test</td>
<td>lecture wk6</td>
<td>30</td>
<td>2.1 - 2.2</td>
</tr>
<tr>
<td>3</td>
<td>Assessment three – Australian case study report - tourism management</td>
<td>1330hrs Mon wk 13</td>
<td>30</td>
<td>2.1 - 2.3</td>
</tr>
<tr>
<td>4</td>
<td>Assessment four class participation</td>
<td>ongoing</td>
<td>15</td>
<td>2.2, 2.3</td>
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<td></td>
<td>TOTAL</td>
<td></td>
<td>100</td>
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1. Assessment one – international case study = 20% ie choice (2%) + case (18%)

**Topic:** International case study in tourism and hospitality management – industry sectors, issues in tourism and hospitality

**Length:** 2500 words

**Date Due:** tutorial wk 2, 3 choice; case study 1330hrs Mon wk5

This is a group assignment of two students and it has two parts. The students will choose a case study from Part 2, section 3 (except case 13) or section 4 (text), first apply the case study method to it and second answer the questions at the end of the case study. It must include some literature review or critical analysis related to the topic of one of the case study questions, using five recent (up to four years old) journal articles.

2. Assessment two – mid term test - 30%

**Topic:** All topics weeks 1-5; format:
- Short answer – choose three questions out of four 15% (5 + 5+5)
- Case study - 15%

**Length:** Two hours long

**Date:** The test held in the lecture time week 6

The questions will test application of knowledge and critical analysis as well as problem solving in tourism management.
3. Assessment three - tourism and hospitality management case study poster and report = 35%

**Topic:** Australian case study poster and report - tourism and hospitality management

**Length:** 3000 words

**Date Due:** 1330hrs Mon wk 13

This is a team assignment with students forming groups of four students. The students will choose a Sydney located Australian tourism company and topic, or a Sydney located Australian company with a tourism or hospitality management topic, and conduct a case study analysis, applying the case study method of a step by step approach to it. The company and topic must be chosen in consultation with, and approved by, NM by week 7. The team must confer with the company to design a topic, and provide evidence of this and ongoing consultation. The team in effect is acting as consultants to the company to advise on some strategic management issue. Note that a purely marketing topic is NOT appropriate or acceptable. For the poster presentation in week 13, see Jennings, G. (2001) *Tourism Research.* Wiley: Australia. pp359-362.

The case study analysis must follow Easton (1992) guidelines, discussed in class weeks 1-8. The report should also include a literature review or critical analysis of a relevant topic in the case, using five recent (up to four years old) journal articles references. As a guide to writing your plan, and aside from Easton (1992) recommended headings below, ensure that it also includes the headings in the *body* section of EDU Writing a Report and note that the executive summary is *not* included in word count. Note also that the report analysis is cumulative – that is the analysis and argument of each section leads into next:

- Executive summary
- Understanding the situation (note include organizational chart and any important organizational issues)
- Diagnosing problem areas
- Generating alternate solutions
- Predicting outcomes
- Evaluating alternatives
- Rounding out the analysis
- Communicating the results
- Conclusions

See the FCE EDU (education development unit) site for the resource ‘Writing a report’, [http://wwwdocs.fce.unsw.edu.au/fce/EDU/eduwritingreport.pdf](http://wwwdocs.fce.unsw.edu.au/fce/EDU/eduwritingreport.pdf) for assistance in explaining the process, initially by focusing on these questions. This is also loaded in the course site under the ‘Other stuff’ folder:

- *What is a report?*
- *What kinds of reports are you required to write in the Faculty of Business?*
- *How do reports differ from essays?*
- *Why are you asked to write so many reports in the Faculty of Business?*
- *Are reports written for university courses the same as professional reports?*
- *What is the structure of a report?*
- *What format should be used for the report?*
- *What are appropriate headings and subheadings?*
- *Should you use ‘academic English’ in a report?*
- *What makes a good report?*

If students need more help with the assessment, other than that given in class, they should contact library or EDU staff. See appendix for marking criteria.

4. Assessment six - class participation – 15%
Students will be placed by NM into groups of about four persons and work within them for the tutorial each week. Students are encouraged to draw on personal tourism experience to illustrate, apply, explore and discuss a point, developing the ability to locate it within some theoretical framework. Participation is through informed discussion and critical analysis; it is ongoing in all classes. Each student group must bring to the tutorial and be prepared to present to class in each week 4-6, 8 a recent journal article related to any issue in the topic of the week (for example, week 4 - tourism organizations) and a half page dot point summary of its main points and how it relates to the case.

5.3 Assignment Submission Procedure

The drop box is on level three of the Goodsell Building, at the entrance hallway to the School of Marketing.

5.4 Late Submission

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


Due times and dates for submission of assignments are strict and failing to meet the deadline – even by a few minutes – will be penalized. Any special consideration for delayed submission due to illness or misadventure, must be flagged to the course coordinator before the due date. In all such circumstances the student must see the Faculty counsellor and due process initiated.

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.

5.6 Assignment Format

Assignments should be typed with wide margins and single line spacing, 11 or 12’ font and include a title page with course name, student name and id and assignment title as well as headings as appropriate. The disclaimer form must be signed and included (Appendix).

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: http://www.lc.unsw.edu.au/plagiarism/index.html

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

Texts (available for purchase in the UNSW bookshop)

Mistilis, N. (2007) SERV4001 Study Kit
Study Kit contents:
Mistilis, N. (2007) SERV4001:

Newspapers and magazines:
The Age
Asian Wall Street Journal
The Australian
Australian Financial Review
The Bulletin
Business Review Weekly
The Economist
Far Eastern Economic Review
Sydney Morning Herald
Time magazine

Other reference material held in library
Mak, James. (2003) Tourism and the economy. Honolulu, HI : University of Hawai'i Press,
SREF338.479105/23

**Recommended Internet sites**
World Tourism Organisation (WTO) nb Australia is a member
http://www.world-tourism.org/

World Travel and Tourism Council (WTTC)
http://www.wttc.org

Pacific Asia Travel Association (PATA) nb – UNSW is a member
http://www.pata.org

Australian Bureau of Statistics

Tourism Australia
http://www.tourism.australia.com/

TRA Tourism Research Australia
www.tra.australia.com/

office of national tourism
www.tourism.gov.au/

Travel and Tourism Intelligence
http://www.t-ti.com/index.htm

**Tourism related journals (* journals held in the UNSW library*)**

*Annals of Tourism Research* S338.479105/3
*Australian Journal of Hospitality Management* S657.9494005/1
*Bureau of Tourism Research Publications* SQ647.9494005/2
* Cornell hotel and restaurant administration quarterly* SQ647.9405/5
*Events Management* S647.9405/4
*Hospitality research journal: the professional journal of the Council on Hotel, Restaurant, and Institutional Education* SQ647.9405/7
*Hospitality & tourism educator / Council on Hotel, Restaurant & Institutional Education*
*Information Technology & Tourism* International Journal of Tourism Research
*International journal of hospitality management* SEJ647.9405/3
*International Journal of Contemporary Hospitality Management* SQ647.9406805/1
*Journal of Convention and Exhibition Management* S338.479105/15

SREF338.479105/23
7.2 Other Resources, Support and Information

Information about other services available for students. This can be detailed either on a School website and referred to in the course outline or provided as in the example below.

The University and the Faculty provide a wide range of support services for students, including:

- **Learning and study support**
  - FCE Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

- **Counselling support** - http://www.counselling.unsw.edu.au

- **Library training and support services** - http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure

- **Occupational Health and Safety** policies and student responsibilities;

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/content/course_prog_support/catei.cfm?ss=0) 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

<table>
<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
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<tbody>
<tr>
<td>26 Feb</td>
<td>1</td>
<td>Welcome to the course and topic overview;  Profile of students;  class occupational health and safely   TOPIC I: INTRODUCTION – THE CASE METHOD 1. text chapter outline 2. the case study method   <em>nb no tutorial this week</em></td>
<td>TEXT CH1</td>
<td>DR MISTILIS</td>
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<tr>
<td>5 March</td>
<td>2</td>
<td>Feedback - discussion of assignment 1 case choice – international case study   TOPIC I: INTRODUCTION – THE CASE METHOD   TUTORIAL Leser (1997) case study Bali Each student group will:  • identify main issues in destination Bali  • ‘map’ main issues in diagram on large sheets paper (provided)  • show any links between issues  • suggest how to rectify these issues, applying case method criteria of the step-by-step approach (Easton, 1992)</td>
<td>Easton (1992)</td>
<td>DR MISTILIS</td>
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<tr>
<td>12 March</td>
<td>3</td>
<td>TOPIC II: KEY ISSUES IN INTERNATIONAL TOURISM MANAGEMENT   TUTORIAL  • Map the 20 management issues identified in text ch 3, showing links between them and possible solutions  • Identify any additional issues and their links and possible solutions</td>
<td>TEXT CH 2, 3</td>
<td>DR MISTILIS</td>
</tr>
<tr>
<td>19 March</td>
<td>4</td>
<td>TOPIC III: CASE STUDIES IN INTERNATIONAL TOURISM MANAGEMENT   TUTORIAL Bring to class one recent journal article on the topic for discussion Case Study – tourism organizations – British Airways</td>
<td>TEXT Part 2 case study 1</td>
<td>DR MISTILIS</td>
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<td>INDUSTRY VISITOR</td>
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<td>WEEK BEG.</td>
<td>WK NO.</td>
<td>CONTENT</td>
<td>READINGS</td>
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<td>26 March</td>
<td>5</td>
<td>Feedback - TOPIC III: CASE STUDIES IN INTERNATIONAL TOURISM MANAGEMENT</td>
<td>TEXT Part 2 case study 7</td>
<td>DR MISTILIS INDUSTRY VISITOR</td>
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<td>TUTORIAL Bring to class one recent journal article on the topic for discussion</td>
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<td>Case Study – tourism destinations – tourism in the Asia Pacific</td>
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<td>2 - April</td>
<td>6</td>
<td><strong>MID TERM TEST</strong></td>
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<td>16 April</td>
<td>7</td>
<td>Feedback - discussion of topic and case choice – Australian case study</td>
<td>TEXT Case 13</td>
<td>DR MISTILIS INDUSTRY VISITOR</td>
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<td></td>
<td></td>
<td>TOPIC III: CASE STUDIES IN INTERNATIONAL TOURISM MANAGEMENT</td>
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<td></td>
<td>TUTORIAL Bring to class one recent journal article on the topic for discussion</td>
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<td>Case Study – tourism industry sectors – Boutique Hotels</td>
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<td>23 April</td>
<td>8</td>
<td>Feedback - discussion of topic and case choice – Australian case study</td>
<td>TEXT Case 37</td>
<td>DR MISTILIS INDUSTRY VISITOR</td>
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<td>TOPIC III: CASE STUDIES IN INTERNATIONAL TOURISM MANAGEMENT</td>
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<td>TUTORIAL Case Study – The future of tourism</td>
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<td>Bring to class one recent journal article on the topic for discussion</td>
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<td>WEEK BEG.</td>
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<td>CONTENT</td>
<td>READINGS</td>
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<td>30 April</td>
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<td>TOPIC IV: YOUR AUSTRALIAN CASE STUDY IN TOURISM MANAGEMENT – PREPARATION&lt;br&gt;TUTORIAL O/head or PPT Presentation to class of case and topic; critical evaluation by class</td>
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<td>DR MISTILIS</td>
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<td>Feedback - discussion of your Australian case study&lt;br&gt;TOPIC IV: YOUR AUSTRALIAN CASE STUDY IN TOURISM MANAGEMENT - PREPARATION</td>
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<td>11 May</td>
<td>11</td>
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<td>25 May</td>
<td>13</td>
<td>TOPIC IV: YOUR AUSTRALIAN CASE STUDY IN TOURISM MANAGEMENT - POSTER PRESENTATION</td>
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<td>ALL STUDENTS; INDUSTRY VISITORS</td>
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<tr>
<td>4 June</td>
<td>14</td>
<td>SUMMARY &amp; EVALUATION OF COURSE &amp; CASES&lt;br&gt;The Way Ahead&lt;br&gt;No tutorial</td>
<td>TEXT CH</td>
<td>DR MISTILIS ALL STUDENTS</td>
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APPENDIX A

1. Assessment one – international case study = 20% ie choice (2%) + case (18%)

Topic: International case study in tourism and hospitality management
– industry sectors, issues in tourism and hospitality

Length: 2500 words

Date Due: tutorial wk 2, 3 choice; case study 1330hrs Mon wk5

This is a group assignment of two students and it has two parts. The students will choose a case study from Part 2, section 3 (except case 13) or section 4 (text), first apply the case study method to it and second answer the questions at the end of the case study. It must include some literature review or critical analysis related to the topic of one of the case study questions, including five recent (up to four years old) journal articles.

Grading criteria: Section 1 is worth two marks, section 2 three marks; section three-five are worth five marks each

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<tr>
<td>1. Case choice (week 2, 3)</td>
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<td>2. Presentation style (including proper sentence structure, grammar, spelling, sourcing &amp; format); executive summary</td>
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<td>3. The case analysis – it is comprehensive, innovative and appropriate?</td>
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<td>– Understanding the situation</td>
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<td>– Diagnosing problem areas</td>
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<td>– Generating alternate solutions</td>
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<td>– Predicting outcomes</td>
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<td>– Evaluating alternatives</td>
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<td>– Rounding out the analysis</td>
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<td>– Communicating the results</td>
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<td>4. Literature review or critical analysis – is there evidence of good critical analysis and research ability, including that the students have read widely on the topic with good journal article references?</td>
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<td>4. Case study questions – do answers demonstrate understanding of tourism management?</td>
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TOTAL

ASSESSOR: Nina Mistilis
APPENDIX B

3. Assessment three - tourism and hospitality management case study poster and report = 35%

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Australian case study poster and report - tourism and hospitality management</th>
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<tbody>
<tr>
<td>Length:</td>
<td>3000 words</td>
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<tr>
<td>Date Due:</td>
<td>1330hrs Mon wk 13</td>
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This is a team assignment with students forming groups of four students. The students will choose a Sydney located Australian tourism company and topic, or a Sydney located Australian company with a tourism or hospitality management topic, and conduct a case study analysis, applying the case study method of a step by step approach to it. The company and topic must be chosen in consultation with, and approved by, NM by week 7. The team must confer with the company to design a topic, and provide evidence of this and ongoing consultation. The team in effect is acting as consultants to the company to advise on some strategic management issue. Note that a purely marketing topic is NOT appropriate or acceptable. For the poster presentation in week 13, see Jennings, G. (2001) Tourism Research. Wiley: Australia. pp359-362.

The case study analysis must follow Easton (1992) guidelines, discussed in class weeks 1-8. The report should also include a literature review or critical analysis of a relevant topic in the case, using five recent (up to four years old) journal articles references. As a guide to writing your plan, and aside from Easton (1992) recommended headings below, ensure that it also includes the headings in the body section of EDU Writing a Report and note that the executive summary is not included in word count. Note also that the report analysis is cumulative – that is the analysis and argument of each section leads into next:

- Executive summary
- Understanding the situation (note include organizational chart and any important organizational issues)
- Diagnosing problem areas
- Generating alternate solutions
- Predicting outcomes
- Evaluating alternatives
- Rounding out the analysis
- (Communicating the results)
- Conclusions

See the FCE EDU (education development unit) site for the resource ‘Writing a report’, http://wwwdocs.fce.unsw.edu.au/fce/EDU/eduwritingreport.pdf for assistance in explaining the process, initially by focusing on these questions. This is also loaded in the course site under the ‘Other stuff’ folder:

- What is a report?
- What kinds of reports are you required to write in the Faculty of Business?
- How do reports differ from essays?
- Why are you asked to write so many reports in the Faculty of Business?
- Are reports written for university courses the same as professional reports?
- What is the structure of a report?
- What format should be used for the report?
- What are appropriate headings and subheadings?
- Should you use ‘academic English’ in a report?
- What makes a good report?

If students need more help with the assessment, other than that given in class, they should contact library or EDU staff. See appendix for marking criteria.

| Grading criteria: Section 1 – 4 are worth five marks each; section five is worth fifteen marks |
| comments | mark |

1. Presentation style (including proper sentence structure, grammar, spelling, sourcing & format); executive summary
2. Evidence of valuable topic & industry consultation
3. Poster presentation – is it attractive informative and clear?
4. Critical analysis - is there evidence of good critical analysis & research ability, including that the students have read widely on the topic with good journal article references?
5. The case analysis – is it comprehensive, innovative & appropriate?
   - Understanding the situation
   - Diagnosing problem areas
   - Generating alternate solutions
   - Predicting outcomes
   - Evaluating alternatives
   - Rounding out the analysis
   - (Communicating the results)
   - Conclusions

TOTAL

ASSESSOR: Nina Mistilis
# APPENDIX F

# ASSIGNMENT COVER SHEET

## School Marketing SERV program

Please complete all areas of this form, sign, and attach to each submitted assignment. Submit each assignment according to the instructions provided in your Course Outline.

### A. STUDENT/S TO COMPLETE

<table>
<thead>
<tr>
<th>Course Number: SERV4001</th>
<th>Course Name: Strategic Management in Tourism &amp; Hospitality</th>
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<tbody>
<tr>
<td>Student ID Number:</td>
<td>Student Name:</td>
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<tr>
<td>Lecturer Name: DR NINA MISTILIS</td>
<td>Tutor Name:</td>
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Lecture/Tutorial Day/Time or Number: MONDAY 1400-1700HRS; PARTNER/ GROUP ……………

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**Declaration**

I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit elsewhere, and acknowledge that the assessor of this item may, for the purpose of assessing this item:

- Reproduce this assessment item and provide a copy to another member of the University and/or;
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

I certify that I have read and understood the University Rules in respect of Student Academic Misconduct.

<table>
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### B. MARKER TO COMPLETE

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SERV4001-07 – Strategic Management in Tourism & Hospitality 19
Please evaluate the overall contribution to group work of each of your team members by ticking the appropriate category in the three questions below. Rate yourself also.

1. **What was the level of consistent effort of each team member?**

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<th>TEAM MEMBER</th>
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2. **What was the time input of each team member?**

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3. **What was the overall contribution of each team member?**

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