THE UNIVERSITY OF NEW SOUTH WALES

FACULTY OF COMMERCE AND ECONOMICS

School of Marketing

TAHM5011
Strategic Tourism Marketing

Session 1, 2005

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Room: 307 John Goodsell Building
Consultation: 10-12 Tuesday or
By appointment
COURSE DESCRIPTION
Marketing is more than ever the primary focus for management in the globally competitive conditions of twenty first century travel and tourism. Marketing is equally relevant to both private and public sectors of travel and tourism and to smaller businesses as well as international corporations. It is a management response to the industry characteristics of excess capacity of production and volatile market demand that are commonly found in international travel and tourism. Marketing perishable products in such conditions inevitably produces aggressive competition for market share and growth and with continuous changes in the external environment and in the area of information communications technology competition will only continue to intensify. In such an environment it is essential that students as potential managers have the practical skills to relate the principles of marketing to the diversity of circumstances faced by a variety of tourism organizations so as to provide useful insights and ways to improve the effectiveness of their marketing decisions.

This is a foundation course in the MCom (Tourism Marketing). Using case-studies and real-world examples, the course aims to teach students to become familiar with, learn, evaluate and analyse the strategic marketing activities adopted by tourism organizations. The fundamentals of strategic marketing, such as planning, market research, segmentation, product development, relationship marketing, promotion, distribution and branding will be explored within tourism organisations across a variety of tourism sectors and geographic locations.

LEARNING OUTCOMES
Upon completion of this course you should be able to:
1. Apply the general principles of marketing to the circumstances faced by a variety of tourism organisations
2. Apply the strategic marketing process to evaluate the feasibility of a new product idea
3. Apply the case study approach to thoroughly analyse and provide solutions to the marketing problems facing tourism organisations
4. Acquire the skills to effectively collaborate in a group environment to analyse marketing problems
5. Reflect on your strengths and weaknesses in a group problem solving environment

TEACHING METHODS
The course uses a combination of lectures and case study analysis. The first hour of each workshop will be dedicated to providing a lecture to present the theory relevant to that week’s case study topic. The remainder of the workshop will be very interactive as class members are put into groups to analyse the case study and to identify solutions to the set questions that relate to the case. It is therefore important that you familiarize yourself with how to conduct case analysis and to come to each workshop having read the case study ready to analyse the problems relevant to each week’s case as a group.

Lectures will NOT be held every week. Rather, on three occasions a lecture block of 6 hours will be held on a Saturday from 9-3. No lecture will be held in the week following the Saturday workshop block. Please refer to the workshop schedule to find out what dates these weekend workshops will be held.

CLASS TIMES
The course will be run as a 3-hour workshop, on Wednesdays from 6-9pm in MAT 310 and in three of the scheduled weeks, class will be held in a 6-hour block from 9-3 on a Saturday (See workshop program p 7)
ASSESSMENT
Learning outcomes will be assessed through a midterm test, a group research report, the production of a strategic marketing report on the feasibility of a new tourism venture, written evaluation of your experience of learning using the case studies approach and a final exam based on case study analysis.

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<tr>
<th>Item</th>
<th>Weighting</th>
<th>Type</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Group report/presentation</td>
<td>30%</td>
<td>Group</td>
<td>Week 5, Week 9</td>
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<tr>
<td>Strategic marketing report</td>
<td>30%</td>
<td>Individual</td>
<td>Week 11</td>
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<tr>
<td>Reflective journal</td>
<td>10%</td>
<td>Individual</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
<td>Individual</td>
<td>Week 14</td>
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ASSESSMENT # 1
Group Report/Presentation
30%
2500 words
Final report and presentation due in Week 9

You have recently taken up a position in the research and development unit in the marketing department of a large tour operator. Research carried out by the unit has shown a significant gap for holidays for the broadly defined ‘middle-aged’ – the 35-55-year-old group. You are required to carry out further research on this market, to identify the types of holidays that this age bracket demands. You may further segment the market in any way you see fit but you need to justify your decision for doing so. This assignment will require you to undertake the following steps to produce a consultancy report worth 20% and a professional presentation worth 10%:

1. Design a survey a questionnaire that will assist you in obtaining relevant information about this market segment. The information obtained via the questionnaire will be used to help you to plan an itinerary at a later stage. Possible questions to include might relate to their gender, nationality, occupation, annual income, frequency of holidays, type of holiday activities they enjoy etc. When designing the questionnaire you need to consider how it will be administered e.g. in person, mail, email or by phone? This will influence the type/style of question and number of questions to be included in the questionnaire. (The questionnaire design is worth 5% and is to be submitted in Week 5)

2. Use the questionnaire produced in Step 1 to carry out a survey of 30 people in the 33-55 year age group. To do this you will need to choose an appropriate survey method (e.g. face to face interview, phone, mail out etc). At this stage you need to consider who you will talk to? How will you contact them? Which sampling method will you use? How will you record the data? How will the data be analysed? These questions must be addressed when explaining your research methodology in the final report. (The methodology, analysis and presentation of results is worth 5% of the final report)

3. Use the results of the survey to plan a trip itinerary for a holiday package which will identify:
   - A destination that will appeal to your chosen market segment
   - The type of accommodation to be used
The package arrangement (independent or group? Escorted? What meal arrangements and activities will be included? Any special considerations?

Possible price
All of your decisions need to be justified based on your research data and factors in the external environment (This section is worth 5% of the final report)

4. Produce a brochure for the holiday package outlining its inclusions and itinerary. Detailed copy and costing are not required in the brochure (worth 5% of final report)

5. In week 9 your team will be required to make a 15-minute professional presentation on your research and proposed holiday package. You are to address the audience as a group of independent travel agents who specialize in unusual holidays. In the presentation you are to use audiovisuals to demonstrate the itinerary program and the reasons why it has been selected. The brochure produced in Step 4 can also be displayed. Your presentation will be marked according to how well you exhibit the following attributes:

• creativity,
• uniqueness
• professionalism
• justification for your design decisions
• Adherence to the time limit.

A suggested report structure is outlined below:

• Executive summary
• Table of Contents
• Introduction
• Methodology
• Survey findings
• Product development
  • Destination
  • Package inclusions
  • Pricing
  • Brochure design
• Discussion
• Conclusion
• Appendix
  • Questionnaire

ASSESSMENT # 2
Strategic Marketing Report
30%
3500 words
Due in the workshop in Week 11

Background information
Rex and Patty Thoroughbred were ecstatic about their latest business idea. They planned to start up a tour company in the Blue Mountains called – “The highlands on horseback tours”. After reading a lot about the latest trend in the tourist industry, a desire for ecotourism experiences, the
couple thought they would capitalise on their love of horses and nature and start up their own ecotourism business to appeal to this growing market.

Their plan was to establish a tour business that operated overnight tours through the Blue Mountains from Blackheath on horseback. Rex and Patty had lived at Blackheath in the Blue Mountains area for 10 years and Rex considered himself an expert on the local attractions, flora, fauna, history and heritage of the area. The Thoroughbreds already owned 7 horses and felt that with this number they could effectively appeal to the ‘ecotourist’ by operating small guided group tours for up to 6 people through the bush.

The overnight tours would be fully catered, as Patty would be in charge of cooking the meals and Rex and his brother-in-law Roo, would supply and setup the overnight camping facilities for the guests. In providing the meals Patty planned to use produce from the local area to provide the domestic and international tourists with a taste of Blue Mountains home-style cooking.

The idea was appealing to the Thoroughbreds as it didn’t require a large outlay of capital at the start-up phase because Rex already owned the horses and some camping equipment and didn’t expect that it would cost too much to purchase some additional tents, sleeping bags and cooking utensils.

As far as Rex was aware there wasn’t a lot of competition from other tour operators in the Blue Mountains region. And those that did exist were mostly walking or drive tours. Therefore he didn’t expect to have any difficulty in attracting enough people to go on the tours.

The tour would operate in the following format. The tourists would arrive at the Thoroughbred’s home at Blackheath and would be allocated a horse based on their riding ability and previous riding experience. They would then leave their bags in the back of the 4wd which Roo would then drive to the overnight camping site where he would set up the tents and campfire area. Rex would then take the guests on a 3-hour guided tour on horseback through the Blue Mountains hinterland pointing out important attractions and historical information along the way. After arriving at the campsite Rex would then call Patty who would drive to the site with her home-style feast ready to feed the tourists around the campfire setting. In the morning Roo and Patty would arrive back at the campsite to cook a bush breakfast. Once breakfast was consumed they would pack up the campsite while Rex would lead the riders on an alternative 1.5 hour route back to home-base where the guests would collect their gear and go home.

The price per person for the overnight camping tour inclusive of everything would be $365. This was considered by the Thoroughbreds to be very reasonable because of the unique experience offered and the local knowledge, skills and high quality gourmet meals incorporated into the tour. The product would be advertised by brochure at the local tourist office in Katoomba and Leura, where tourists could also make a booking. Payment would be made once the tourists arrived at the business before they embarked on the tour.

Rex felt that the three person crew was sufficiently knowledgeable on the operational aspects of the business however he was concerned about their lack of previous business experience particularly in the areas of marketing and management.

He has therefore employed the expertise of your marketing consulting company to research the following areas related to the feasibility of the business idea. After researching the questions he is expecting that you will provide him with a detailed 3500 word report on your findings and justification for your final recommendations regarding the proposed product.
Your task: To complete this assignment you will need to complete the following steps,

1. Read the background information provided by your client. Use this information in conjunction with secondary data to become familiar with the destination where the tour will operate from (the Blue Mountains) and current travel patterns to it.

2. Conduct a PEST and SWOT analysis to identify and describe factors that could impact on the success of the business

3. Undertake a competitor analysis to determine what other tours/products exist in the region which could pose a threat to the business. Provide a detailed overview of the main competitors including company background, type of tours offered, pricing, product inclusions, and target markets, strengths and weaknesses.

4. Identify a potential target market for the product? Is there enough demand for this type of product? How would you segment the market? What needs and motivations do they have that could be satisfied by the product offering? In this section you will need to undertake some research. Secondary research of current visitor demand for the Blue Mountains should be sufficient to determine the target market.

5. After the first four steps you should have enough information to conclude whether or not the idea is feasible. In discussing your decision suggest what changes would need to be made to the marketing mix to increase the likelihood of success of the business.

6. Provide a concise overview of your conclusion and support with recommendations for what would need to happen if the Thoroughbreds are to successfully proceed with the implementation of the business idea.

ASSESSMENT # 3
Reflective workshop journal
10%
Due in workshop week 12

Each week in the workshop you will be put into groups to work on the case study from your textbook scheduled for that week. You will be introduced to the case study method in Week One so that you are familiar with the steps you should follow to get the most out of each case study. Often there is no right or wrong answer to the case study questions. It is more about how you have applied the relevant theory to the real life case and how well you can justify your answers.

An important aspect of learning from case studies is to reflect on your role within your group. Each week you will be put into a different group to change the group dynamics. The purpose of the reflective journal is for you to keep a record of your contribution to the group for the case study each week. You might consider the following questions in writing your journal entries:

- How well prepared were you to answer each week’s questions?
- How well did you understand the problem at hand?
- What was your role within your group, a leader, mediator, delegator, observer etc?
- What aspects of the case study did you find difficult?
- What aspects did you do well?
- How could you improve your contribution in the following week?
There is no specified length for the reflective workshop journal. Some weeks you might have several pages to write about, other weeks you might only have half a page. The main thing is to use it as a learning tool for yourself and as a record of your learning journey.

Your journal should be typed in 12pt font on A4 paper. The date and week of each workshop and the name of the relevant case study should be presented at the top of the page for each new journal entry. These should be compiled together with a title page with your name and student number and submitted in the workshop in week 12.

**ASSESSMENT # 4**

**Examination**

30%

All lecture topics & readings.

2 hours

Case study & essay format

Due in class in Week 14

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**WORKSHOP PROGRAM**

<table>
<thead>
<tr>
<th>Week # &amp; Date</th>
<th>Workshop Topic</th>
<th>Case study/Reading</th>
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| 1 – March 2  | Overview course outline  
Introduction to the Case Method  
**What is marketing?**  
Fundamentals of services marketing/Introduction to tourism marketing | Reading: Ch 1 textbook |
| 2 – Mar 9    | **The strategic marketing process**  
Where are we now?  
Marketing planning & the business environment | Reading: Ch 2 textbook  
Case: Cathay Pacific Airways |
| 3 – Mar 19   | Weekend workshop  
Marketing Research  
**Where would we like to be?**  
Market segmentation, targeting, positioning | Reading: Ch 3 textbook  
Case: The Australian Tourist Commission  
Reading: Ch 4 text  
Case: Primula Park Royal Hotel: Positioning and managing for a turnaround |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading/Case</th>
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<tbody>
<tr>
<td>4 – Mar 23</td>
<td>No Class</td>
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<tr>
<td>Mar 30</td>
<td>Mid-session Break</td>
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| 5 – Apr 6 | **How do we get there?**  
Implementing the marketing plan  
Product development | Reading: Ch 5 textbook  
Case: Haw Parvilla Dragon World |
| 6 – Apr 13 | Pricing tourism products                                                | Reading: Ch 6 textbook  
**Come prepared to work on group assignment** |
| 7 – Apr 23 | **Weekend workshop**  
Product promotion & communications | Reading: Ch 10, 11 text  
Case: The Brochures of Tour Operators |
| 8 – Apr 27 | NO CLASS                                                                |                                                                              |
| 9 – May 4 | Relationship marketing customer loyalty  
**Group research report due** | Reading: Ch 4 textbook  
Group presentations |
| 10 – May 11 | Branding                                                                | Reading: p134-144 textbook  
Case: Using the Cathay Pacific  
Case study from week 2, in groups you are to develop your  
own logo and advertisement for the company. Be prepared to  
present and justify your design to the rest of the class |
| 11 – May 18 | The Distribution mix and the travel trade  
**Strategic marketing report due** | Reading: Ch 8 textbook  
Case: Desert Art of Australia |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>12 – May 25</td>
<td><strong>Weekend workshop</strong></td>
<td><em>How do we know if we got there?</em> Controlling and evaluating the plan</td>
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<td><strong>Reading:</strong> Ch 15 textbook</td>
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<td><strong>Activity:</strong> Question 3 p377 text</td>
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<td></td>
<td></td>
<td><strong>Reading:</strong> Heath, E (2000) ‘Key trends and challenges in destination marketing’</td>
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<td></td>
<td></td>
<td><strong>Case:</strong> Tourism in Asia Pacific</td>
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<td>13– June 1</td>
<td>NO CLASS</td>
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<td>14 – June 8</td>
<td><strong>Final Exam</strong></td>
<td>In class on Wednesday night 6-8pm</td>
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**Text (available for purchase in the UNSW bookshop)**

TAHM5011 Strategic Tourism Marketing Workbook

**Submitting assignments/ Penalties for late submission**
Assessments must be submitted on time in the nominated workshop. Late submissions will be penalized at 10% per day. Extensions will only be granted on medical or compassionate grounds under extreme circumstances and will not be granted because of work or other commitments. *Requests for extensions must be made in writing to the course coordinator prior to the due date.* Medical certificates or other evidence of extreme misfortune must be attached and must contain information that justifies the extension sought. The general marking criteria for postgraduate assessed work is outlined in Appendix

**Student Support**
If you have difficulty, or little experience, in report writing you are advised to consult texts or to consult with a member of the Education Development Unit. Articles must be properly referenced (APA or any other recognized style).

Students have access to UNSW counseling services, Learning Centre and other support services.

**Education Development Unit**
Additional learning support, tailored to the needs of FCE students, is available from the Education Development Unit (EDU) in the Faculty. The EDU offers a range of services for FCE students including:
- Academic skills workshops run throughout the session;
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation, time management, working in groups, oral presentations;
- A drop-in resource centre containing books and audio visual material that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

**Contacts and location:**
EDU Web: [http://education.fce.unsw.edu.au](http://education.fce.unsw.edu.au)
EDU Location: Room 2039, Level 2 Quadrangle Building

EDU services are free and confidential and are available to students of the Faculty of Commerce and Economics.

**Other UNSW support**  
In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for students. The Learning Centre is located on Level 2 of the Library and can be contacted by Phone: 9385 3890 or through their website: [http://www.lc.unsw.edu.au/](http://www.lc.unsw.edu.au/). Students experiencing problems of an academic or personal nature are encouraged to contact the Counseling Service at UNSW. This service is free and confidential and run by professional counselors. The Counseling Service is located on Level 2, Quadrangle East Wing

**WebCT**  
The course outline is available on the UNSW Web. A copy of the lecture notes will also be made available on WebCT the day before the workshop. Additional reference material on the topics may be advised or handed out to students during the session.

The course webpage can be accessed via the following URL address:  
[http://www.webct.unsw.edu.au](http://www.webct.unsw.edu.au)  
To enter this site you will be asked for your WebCT ID (your student ID proceeded by the letter ‘z’) and your password (Unipass). The webpage has the following content and should be checked once a week:

(i) course information (including course outline)  
(ii) lecture notes for the session  
(iii) assessment information  
(iv) course announcements and details

If you have any problems with WebCT, the URL for student support is:  
[http://www.webCTsupport.unsw.edu.au/enter.html](http://www.webCTsupport.unsw.edu.au/enter.html)  
[http://www.webctsupport.unsw.edu.au/student/content/TO_welc.cfm](http://www.webctsupport.unsw.edu.au/student/content/TO_welc.cfm)

**ADMINISTRATIVE MATTERS**  
**Academic misconduct**  
Students are bound by the rules relating to academic misconduct in the University of New South Wales Calendar, 2003. Students should be aware of the nature of plagiarism; students are bound by the rules relating to it in the University of New South Wales Calendar, 2003.

Plagiarism entails taking and using as one's own, the thoughts or writings of another without acknowledgement including:

(a) Where paragraphs, sentences, a single sentence or significant part of a sentence which are copied directly, are not enclosed in quotation marks and appropriately footnoted;

(b) Where direct quotations are not used, but ideas or arguments are paraphrased or summarised, and the source of the material is not acknowledged either by footnoting or other reference within the text of the paper; and

(c) Where an idea, which appears elsewhere in print, film or electronic medium, is used or developed without reference being made to the author or the source of the idea.
GENERAL MARKING CRITERIA FOR POSTGRADUATE ASSESSED WORK & EXAMS

85+ (HD)  An outstanding piece of work, showing total mastery of the subject matter, with a highly developed and mature ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and work is free of errors with a very high level of technical competence. There is evidence of critical reflection, and the work demonstrates some originality of thought, and the ability to tackle questions and issues not previously encountered. Ideas are expressed with fluency.

75-84 (DN)  An excellent piece of work, showing a high degree of mastery of the subject matter, with a well developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered and work is free of all but minor errors, with a high level of technical competence. There is evidence of critical reflection, and of ability to tackle questions and issues not previously encountered. Ideas are expressed clearly.

65-74 (CR)  A good piece of work, showing a sound and thorough grasp of the subject matter, though possibly lacking the breadth and depth required for a first class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but more limited in scope than that required for a mark of 75+. Most objectives of the work set are covered. Work is generally technically competent but there may be a few gaps leading to some errors. Some evidence of critical reflection and the ability to make a reasonable attempt at tackling questions and issues not previously encountered. Ideas are expressed with clarity with some minor exceptions.

50-64 (PS)  A fair piece of work, showing grasp of major elements of the subject matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis, and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Ability to tackle questions and issues not previously encountered is limited. Little critical reflection. Some confusion and immaturity in expression of ideas.

40-49 (FL)  A poor piece of work, showing some familiarity with subject matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. Little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence with many errors. Difficulty in beginning to address questions and issues not previously encountered. Inability to reflect critically on an argument or viewpoint. Ideas are poorly expressed and structured. The author would apparently find it difficult to study the topic at a higher level.

30-39 (FL)  Serious gaps in knowledge of the subject matter and many areas of confusion. Few or none of the basic requirements of the work are achieved and there is an inability to apply knowledge. Technical competence is poor, with many serious errors. The student finds it impossible to begin to address questions and issues not previously encountered. The level of expression and structure is very inadequate. The author would apparently not be capable of studying the topic at a higher level.

<30 (FL)  A very bad piece of work, showing that the author has failed to engage seriously with any of the subject matter involved, and/or demonstrates total confusion over the requirements of the work set. It is very unlikely that work of a passing standard would be produced even if the author were given the opportunity to repeat the work.