Faculty of Commerce and Economics
School of Marketing

TAHM5011
STRATEGIC TOURISM MARKETING

COURSE OUTLINE
SESSION 1, 2006
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1. **COURSE STAFF**
Course coordinator/lecturer: Dr Tracey Firth
Consultation time: Tuesday 10-1
Location: John Goodsell Building Level 3, Room 307
Contact phone: 93853242
Email: t.firth@unsw.edu.au

1.1 **Communication with Staff**
For consultation outside class time and consultation hours, call or email me to make an appointment.

2. **INFORMATION ABOUT THE COURSE**

2.1 **Teaching times and Locations**
A 3-hour workshop will be held most weeks on Wednesday 6-9pm in MAT 310. In certain weeks the Wednesday night workshop will be replaced by a 5-hour workshop to be held from 9.30-2.30 on a Saturday. No lecture will be held in the week following a Saturday workshop. Please see the workshop timetable on page 13 for detailed information regarding workshop times.

2.2 **Units of Credit**
This course is a 6 credit point subject.

2.3 **Relationship of this course to other course offerings**
There is no pre-requisite for studying TAHM5011.

2.4 **Approach to learning and teaching**
This course uses a workshop approach to teaching. The first 90 minutes of each workshop will be dedicated to providing a lecture to present the concepts and 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 come to each workshop having read the case study ready to analyse the problems. The aim of the second part of each workshop is to generate discussion based on student and lecturer experiences in order to put the theory into practice.

3. **COURSE AIMS AND OUTCOMES**

3.1 **Course Aims**
- To present the key concepts and theories related to strategic marketing within a tourism services marketing context.
- To demonstrate the strategic marketing process.
- To utilise a series of real world case studies to put the strategic marketing concepts into practice
- To demonstrate the complexities associated with working in a dynamic team environment

Hopefully you will emerge from this course as a more knowledgeable tourism marketing manager and a more customer aware service provider.
3.2 Student Learning Outcomes
Upon completion of this course you should:

1. Be able to apply the principles and theories of strategic marketing to understand the issues faced by a variety of tourism organisations.
2. Utilise the strategic marketing process to evaluate the feasibility of a new product idea.
3. Have improved your problem solving skills through the analysis of a variety of tourism case studies and provide solutions to a range of problems and issues facing tourism organisations in the Australian, American and Asia pacific regions.
4. Have further developed the skills to effectively and efficiently collaborate in a team environment to analyse strategic marketing problems.
5. Have increased confidence and professionalism when presenting to a group and facilitating a workshop discussion.
6. Be able to reflect on your strengths and weaknesses as a team member in a group problem solving environment.

3.3 Teaching Strategies
This course will utilise a lecture and case study format. It will draw upon the experience of both the students and lecturer via discussion throughout the case analysis process, to provide real world examples of concepts and models. Each week the workshop will begin with a mini lecture where the lecturer will present key concepts theories and models related to the strategic marketing topic scheduled for that week. The class will then be divided into small groups in which students will work as a team to address the issues relevant to the case study scheduled for that week.

Each week one group of students will be allocated the task of facilitating the workshop activity for that week. The aim of the facilitating group is to stimulate class discussion around the key issues evident in the case. The facilitating group can use activities or tasks of their choice to stimulate class discussion and debate. The only requirement is that the questions related to the case study are clearly answered before the end of class.

It is your responsibility to undertake the relevant reading assignments and to familiarise yourself with the case study prior to class each week in order that you may contribute, participate intelligently and thus gain maximum value from the course.

- The lectures will primarily summarise and synthesise the key theories and concepts. They will also be used to provide real world examples and managerial implications of theories, concepts and models.
- The workshop activities/case analysis will be primarily used for case study presentations of tourism organisations, practical projects and discussion of assigned readings to reinforce concepts.

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 Attendance
Your regular and punctual attendance at workshops 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.

4.2 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

4.3 Keeping informed
It is your responsibility to check your student email and the WebCT site for this course each week before the scheduled workshop. Information such as the lecture notes, required reading, assignment information, student marks and any changes to the lecture schedule will be posted by the lecturer on this site. If you have any difficulty accessing WebCT you must contact me immediately.

5. Learning Assessment

5.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50;
- make a satisfactory attempt at all assessment tasks (see below), and
- achieve a mark of 50% or better in the final exam.

5.2 Assessment Details
Learning outcomes will be assessed through a strategic marketing plan, facilitation of a case study workshop, an in-class test, a reflective journal and a final exam.

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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>Workshop facilitation</td>
<td>20%</td>
<td>Group</td>
<td>TBA in Week 1</td>
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<tr>
<td>Strategic marketing report</td>
<td>35%</td>
<td>Group</td>
<td>Week 8</td>
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<tr>
<td>Reflective journal</td>
<td>10%</td>
<td>Individual</td>
<td>Week 10</td>
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<tr>
<td>Final exam</td>
<td>35%</td>
<td>Individual</td>
<td>Week 14</td>
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</table>
1. Workshop Facilitation – 20% (Each group will be advised of their week in Week 1)

This assessment relates to Student Learning Outcomes 1, 3, 4, and 5 above. It is to be done in pairs. In week one, the class will be divided into groups of 2 people and each group will be allocated one week in the semester to facilitate the case study component of the workshop. In this role the facilitating group will run the second half of the workshop focusing on generating class discussion around the issues relating to the case study and set reading scheduled for their week. The main aim of the facilitating group is to be creative in the way they get the rest of the class to participate in the case analysis process. This may involve using a debate, or setting another task to stimulate class discussion around the key issues in the case. There are no rules on the approach you take to running the case study part of the workshop. However it is essential that the rest of the class are actively involved in the workshop and that the questions and issues related to the case are answered and addressed in sufficient depth and detail by the end of class time. The marking criteria for this assessment is provided in Appendix 1.

2. Strategic Marketing Report – 35% (Due Wednesday 28 April in class)

This assignment relates to Student learning Outcome 2. In groups of 2-3 people, you are to read the information provided and then in conjunction with your own secondary research, you are to write a strategic marketing plan of approximately 5000 words for the business.

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 extensive reading 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 to Katoomba 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 much 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. As far as he knew there wouldn’t be any legal restrictions to operate such a tour.

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 $265. This price was considered reasonable by the Thoroughbreds, 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 (Thoroughbred’s house) before the guests 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 these issues, he is expecting that you will provide him with a detailed 5000 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 (e.g. Tourism NSW statistics, Blue Mountains Tourist information) to become familiar with the destination where the tour will operate from (the Blue Mountains) and current travel patterns to it.

2. You will need to conduct a PEST (Political, economic, social, technological and legal factors that might impact on the business) of the external environment and a SWOT analysis of the proposed business idea to identify and describe factors that could impact on the success of the business.

3. You will need to 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. Based on the secondary information gathered to address steps 1-3, you are then to write a strategic marketing plan for the business based on the changes that you think need to be made to make the business idea more feasible. This plan should include the following sections:

- **Strategic context**
  - Mission statement (What should the mission statement be for this business?)

- **Situation review (review of the current situation in the marketplace)**
  - External environment analysis
    - Political
    - Social
    - Technological
    - Legal
    - Environmental
  - Market overview
    - Market structure
    - Market trends
    - Key market segments
    - Gap analysis
  - Opportunities/threats
    - By product/service
    - By segment
    - Overall
  - Strengths/weaknesses
    - By product/service
    - By segment
    - Overall
  - Issues to be addressed
    - By product/service
    - By segment
    - Overall
  - Assumptions

- **Marketing strategy formulation**
  - Marketing objectives
    - Strategic focus
    - Product/service mix
    - Market extension
    - Target customer groups
  - Marketing strategies (Positioning/branding)
    - Product/service
    - Price
    - Promotion
    - Place
    - People
    - Processes
    - Customer service

- **Resource requirements**
  - Allocation
  - Monitoring
The strategic marketing plan should be written up as a professional consultancy report from your company to the Thoroughbred family. It should include:

- A title page
- A letter of transmittal
- Executive summary
- Table of contents
- List of tables/figures
- Introduction
- Body of report which will address the key headings above
- Conclusion
- Recommendations
- Bibliography
- Appendix

4. Reflective journal – 10% (Due Wednesday 10 May at end of class)
This assignment relates to Student Learning Outcome 6. An important aspect of learning from case studies in a group environment is to reflect on your role within your group. Each week you will be working in a variety of different situations, activities and with different people to address the issues in the case. Your role in the group will largely be dependent on the task set by the facilitating group for each week’s workshop and also how well prepared you are to contribute to class discussion.

The purpose of the reflective journal is for you to keep a record of your contribution in the workshop each week. You might consider the following questions when writing your journal entries:

- How well prepared were you to answer the case questions each week?
- How well did you understand the problem at hand?
- What was your role within your group? E.g. 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 to the workshop next 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 for me. Your first journal entry should be based on Week 2 of class and your final entry should be for week 9. 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 10.

5. Final Exam – 35% (To be held in class in Week 14)
This assessment will test Student Learning Outcomes 1 and 3. It will involve a 3-hour closed book exam comprising short answer questions, 1 essay and 1 case study. It will
examine all lecture topics in the lecture schedule. Students will be provided with more
detail later in the semester.

5.3 Assignment Submission Procedure
Assignments are to be submitted at the end of class on the due date. Any assignments
not submitted during class time will be considered late and penalised accordingly at
10% per day. If an extension is required due to extenuating circumstances the lecturer
should be notified by email or in writing well before the due date. Similarly if you are
experiencing problems with your group members for any reason you must approach the
lecturer early in the assignment process. Any complaints or excuses made on the due
date of submission will not be considered.

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/portservice?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.

• Applications for special consideration (including supplementary examinations) must
go through UNSW Central administration (within 3 working days of the assessment
to which it refers) – applications will not be accepted by teaching staff;
• Applying for special consideration does not automatically mean that you will be
granted additional assessment or that you will be awarded an amended result;
• If you are making an application for special consideration (through UNSW Central
Administration) please notify your Lecturer in Charge;
• Please note: a register of applications for Special Consideration is maintained.
History of previous applications for Special Consideration is taken into account when
considering each case.

5.6 Assignment Format
Information regarding assignment format and marking criteria for each assignment is
provided in the Appendix of this outline.
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.
7. STUDENT RESOURCES

7.1 Course Resources

- There is no prescribed text for this course. There is however a case booklet titled TAHM5011 Case Studies that you are required to buy from the UNSW Bookshop.
- Some set readings will be included in the case booklet. Additional readings might be suggested by the lecturer each week. These readings will come from several texts that will be placed in the open reserve section of the library. It is recommended that students access this section each week. Some of the recommended reading includes:
- Any additional materials required during the semester such as information about assignments etc will be provided on WebCT. It is your responsibility to access WebCT each week to check for any special announcements.

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**
  - 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 [https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html)

**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</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading</th>
<th>Case Study</th>
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<tbody>
<tr>
<td>1</td>
<td>29 Feb</td>
<td>Overview of course outline</td>
<td>Lovelock, Patterson, Walker (2004) Ch1</td>
<td>No workshop activity this week</td>
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<td></td>
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<td>Lecture 1: Introduction to services marketing</td>
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<td><strong>Step 1: Where are we now?</strong> Lecture 2: Marketing planning &amp; the business environment</td>
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<td><strong>Step 2: Where would we like to be?</strong> Lecture 4: Market segmentation, targeting, positioning</td>
<td>Reading from Case book: Hassanien and Baum, (2002) “Hotel Repositioning through property renovation”</td>
<td>Target market/positioning workshop: Primula Park Royal Hotel</td>
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<td>4</td>
<td>22 March</td>
<td>No lecture this week</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture Title</td>
<td>Reading Material</td>
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<td>5</td>
<td>29 March</td>
<td><strong>Step 3: How do we get there?</strong></td>
<td>Reading from case book: Szmigin and Carrigan (2001) “Leisure and tourism services and the older innovator”</td>
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<td><strong>Lecture 5: New product development</strong></td>
<td>New product development Workshop: Euro-Disney</td>
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<td>Pricing strategy workshop: Airlines attempting to get a leg up on the competition</td>
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<td>Product promotion workshop: The Perc Tucker Regional Gallery</td>
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<td><strong>Mid-session break</strong></td>
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<td>8</td>
<td>28 April</td>
<td><strong>Weekend Workshop</strong></td>
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<td><strong>Lecture 9: Relationship marketing, Service quality, Customer loyalty</strong></td>
<td>Branding Workshop: New Zealand 100% Pure</td>
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<td>3 May</td>
<td><strong>No Lecture</strong></td>
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<td>10</td>
<td>10 May</td>
<td><strong>Lecture 10: The distribution mix and the travel trade</strong></td>
<td>Reading from Case book: “The impact of the Internet on the”</td>
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<td>Distribution workshop: Westin Hotels in Asia: Global distribution</td>
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<td>Week</td>
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<td>11</td>
<td>20 May</td>
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<td>Weekend Workshop&lt;br&gt;&lt;br&gt;<strong>Step 4: How do we know if we got there?</strong>&lt;br&gt;&lt;br&gt;Lecture 11: Destination marketing&lt;br&gt;&lt;br&gt;Reading from case book: Feng, Morrison, Ismail (2003) “East versus West: A comparison of online destination marketing in China and the USA”&lt;br&gt;&lt;br&gt;Lecture 12: Controlling &amp; Evaluating the strategic marketing plan&lt;br&gt;&lt;br&gt;TBA</td>
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<td>7 June</td>
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Appendix 1: Workshop Facilitation Marking Criteria

1. Identification of case issues ...........................................10
   - Case issues accurately and completely identified
   - Relative importance of issues described
   - Adequate background information provided

2. Case Issues effectively addressed using strategic tourism
   Marketing concepts, theories ...........................................10
   - Strategic marketing concepts integrated with case analysis
   - Options for resolving case issues identified
   - Rationale for choosing options
   - Appropriate external material provided

3. Class involvement ..............................................................15
   - Creative methods used to encourage class involvement
   - Successfully generated class discussion of key issues
   - Presentation tailored to target audience

4. Presentation .................................................................10
   - Well organised and presented workshop
   - Appropriate and effective use of visual aids
   - Convincing and interesting
   - Good time management – a good balance between facilitator
     Presentation and class participation, equal time dedicated to all
     of the important issues in the case.

WORKSHOP CASE: __________________________________________
TEAM ______________________________________________________

MARK: /45
<table>
<thead>
<tr>
<th>Content</th>
<th>HD 85-100</th>
<th>D 75-84</th>
<th>CR 65-74</th>
<th>P 50-64</th>
<th>F &lt;50</th>
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Other comments

Mark_________/100