Faculty of Business
School of Marketing

TAHM5011
STRATEGIC TOURISM MARKETING

COURSE OUTLINE
SESSION 1, 2007
1. COURSE STAFF
Course coordinator/lecturer: Dr Tracey Firth
Consultation time: Tuesday 1-3
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 in most weeks on Friday 6-9pm in Goldstein G02. Please see the workshop timetable for specific information regarding workshop dates and 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 60 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. 60 minutes of the workshop will be very interactive in will involve several class members facilitating the workshop in relation to a specific case study. In this part of the workshop you will be required to analyse the issues in the case and 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. The final 20 minutes of each workshop will be dedicated to getting you to present from your weekly interactive learning journal.

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. Relate current market place activity to the marketing concepts discussed in class
7. Obtain information using secondary sources

3.3 Teaching Strategies
This course will utilise a lecture, case study and discussion 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. A group of nominated students will then facilitate the workshop for one hour in relation to a specific case study.

The aim of the facilitating group will be 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 80% 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weighting</th>
<th>Type</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop facilitation</td>
<td>15%</td>
<td>Group</td>
<td>TBA in Week 1</td>
</tr>
<tr>
<td>Strategic marketing report</td>
<td>30%</td>
<td>Group</td>
<td>Week 9</td>
</tr>
<tr>
<td>Interactive learning journal</td>
<td>30%</td>
<td>Individual</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>Individual</td>
<td>Week 14</td>
</tr>
</tbody>
</table>

1. Workshop Facilitation – 15% (Each group will be advised of their week in Week 1)
This assessment relates to Student Learning Outcomes 1, 3, 4, 5 and 6 above. It is to be done in groups of 3. In week one, the class will be divided into groups 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 – 30% (Due in class Week 9)

This assignment relates to Student learning Outcomes 2 and 7. In groups of 2-3, you are to read the information provided and then in conjunction with your own secondary research, you are to write a report of approximately 4000 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 4000 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 report for the business owners based on the changes that you think need to be made to make the business idea more feasible. Your report should be written and presented as a professional consultancy report from your company to the Thoroughbred family. It should include:
   - A title page
   - Executive summary
   - Table of contents
List of tables/figures
Introduction
Overview of tourism in NSW and the Blue Mountains
Body of report which should include:
- PEST analysis for Australian tourism and tourism in the Blue Mountains
- SWOT analysis of the proposed idea
- Competitor analysis
- Recommended changes to the marketing mix to make the idea more feasible
Conclusion
Bibliography
Appendix

The marking criteria for this assignment are illustrated in Appendix 2.

3. Interactive Learning journal – 30% (Weekly discussion, journal to be submitted in Week 11)

This assignment relates to Student Learning Outcomes 1, 6 and 7. You are to keep a journal which will be an ongoing record of current business news that you have located, read, understood and relates as an example to a concept covered in class. The assignment includes a written and oral component. You should seek out different sources of information including popular business, tourism and marketing publications, trade journals, indexes and abstracts, government publications, financial reference guides, the Internet and other sources.

The journal is designed to achieve five objectives; (1) to facilitate your ability to relate current market place activity to the marketing concepts being studied in class, (2) to encourage critical review of the current business environment in which you will soon be employed (3) accustom you to obtaining information located in secondary sources, (4) facilitate better understanding of marketing concepts and theories through interactive learning and (5) offer an opportunity for you to improve your written and oral communications skills. 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.

Instructions:
Each day of class beginning in week 2 you will bring a current news article to serve as an important concept that was discussed in class in the previous week (see workshop schedule for weekly course content). Your written presentation will include a short explanation of how the example relates to the specific concept. Each example and accompanying explanation will be entered into a notebook or journal that is independent of your lecture notes. Each class period a few randomly selected students will be asked to share a journal entry with the class. The presentation will include a brief summary of your entry emphasising the entry’s connection with the tourism marketing theory. In Week 11 you will hand in your journal for marking. Your final mark will be based on how well your examples actually relate to the concept you select and how clearly you express
that relationship. Your written journal will graded for content, diversity, and credibility of sources and writing skill.

5. Final Exam – 25% (To be held in class in Week 14)
This assessment will test Student Learning Outcomes 1 and 3. It will involve a 2-hour closed book exam comprising short answer questions, and 1 essay. 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/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.

- 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, website, 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

- 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/examinat
  ionrules.html](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinat
  ionrules.html)

• **Occupational Health and Safety** policies and student responsibilities;
  OHS%20Accountability.pdf](http://www.riskman.unsw.edu.au/ohs/Policies%20&%20Procedures/UNSW%20
  OHS%20Accountability.pdf)

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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**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading</th>
<th>Workshop activity</th>
</tr>
</thead>
</table>
| 1    | Mar 2 | Overview of course outline                                                   | Lovelock, Patterson, Walker (2004)                                      | Discussion Qu: A restaurant has a great reputation as the result of providing con
  sistent food for over 10 years. The restaurant is full every weekend and has abov
  e average business during the week. The manager claims that they do no practice m
  arketing because they do not need marketing; they have more than enough business n
  ow. Is it true that the restaurant does not practice marketing? |
|      |       | Lecture 1: Introduction to strategic tourism marketing                       |                                                                          |                                                                                  |
| 2    | Mar 9 | **The Strategic Marketing Process**                                          | Reading from case book: Friel (1999) 'Marketing Practice in Small Tourism Firms' | How did the marketing planning practices of the tourism & hospitality firms in Fri
  el's study differ from one sector to the next? |
|      |       | **Step 1: Where are we now?**                                                |                                                                          | What aspect of                                                                 |
|      |       | Lecture 2: Marketing planning & the business environment                      |                                                                          |                                                                                  |
marketing are small tourism & hospitality firms most likely to undertake research into?

In class you will be divided into groups and allocated one discussion question to consider in relation to the various aspects of the firm's external environment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture/Activity</th>
<th>Reading from Case book:</th>
<th>Group workshop facilitation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Mar 16</td>
<td>Lecture 3: Market research</td>
<td>Reading from case book: Middleton and Clarke (2001) 'Marketing Research the information base for effective marketing'</td>
<td>Group 1 workshop facilitation: ATC (2002) 'German Barriers: Key research findings and implications'</td>
</tr>
<tr>
<td>4</td>
<td>Mar 23</td>
<td><strong>Step 2: Where would we like to be?</strong></td>
<td>Reading from Case book: Hassanien and Baum, (2002) &quot;Hotel Repositioning through property renovation&quot;</td>
<td>Group 2 workshop facilitation: Primula Park Royal Hotel</td>
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<tr>
<td>6</td>
<td>Apr 6</td>
<td><strong>No class – Good Friday</strong></td>
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<tr>
<td>7</td>
<td>Apr 13</td>
<td>Lecture 6: Pricing strategies for tourism products</td>
<td>Reading from case book: Kimes and</td>
<td>Group 4 workshop facilitation:</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Activity</td>
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<tr>
<td>Apr 20</td>
<td><strong>Mid-session break</strong></td>
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<tr>
<td>10</td>
<td>May 11 Lecture 9: The distribution mix and the travel trade</td>
<td>Reading from Case book: ‘The impact of the Internet on the distribution value chain’</td>
<td>Each student is to bring to class an example of a website that they believe I successfully embracing changes in technology to distribute their product/service. Be prepared to demonstrate your chosen website on the computer provided and to justify your choice of business.</td>
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</table>
perceived service quality and customer satisfaction

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<tr>
<th></th>
<th></th>
<th>Step 4: How do we know if we got there? Lecture 11: Controlling &amp; Evaluating the strategic marketing plan</th>
<th>Revision Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>May 25</td>
<td>Step 4: How do we know if we got there? Lecture 11: Controlling &amp; Evaluating the strategic marketing plan</td>
<td>Revision Quiz</td>
</tr>
<tr>
<td>13</td>
<td>June 1</td>
<td>No class</td>
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<tr>
<td>14</td>
<td>June 8</td>
<td>Final exam in class</td>
<td></td>
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Workshop Facilitation Questions

**Group 1: Workshop Week 3 – Market research**
1. What are the most commonly cited barriers to visiting Australia?
2. Based on the information provided what is the best way to disseminate marketing information about Australia?
3. Images of Australia were viewed as stereotypical and lacking emotional engagement. Has the current Tourism Australia overseas advertisement successfully addressed these issues?
4. What are the strategic implications of the findings of this study?
5. How appropriate was the chosen methodology used I the ATC study? Why?

**Group 2: Workshop Week 4 - Target Market Positioning Primula Park Royal**
1. What aspects of the external environment did the hotel management need to consider when developing a repositioning strategy?
2. What target market should the hotel focus on? Why? Should they be the same for peak and off peak seasons? Why?
3. How should the hotel be positioned to compete effectively with other hotels in Kuala Terengganu?
4. What changes will need to be made to the hotel operation in order to implement the positioning strategy?

**Group 3: Workshop Week 5 – New Product Development**
1. What factors have contributed to Euro Disney not achieving its attendance and revenue projections?
2. Is Euro Disney targeting the most appropriate target markets?
3. Was the decision to reduce admission prices a good one? Why?
4. How important is the Euro Disney staff to the success of the theme park? Why?
5. What actions could be taken to improve the financial performance of the park?

**Group 4: Workshop Week 7 – Pricing Strategies**
1. What is yield management?
2. How do the hotel and airline industry differ in terms of their use of variable pricing and duration control?
3. How successful do you think the leg room strategy of United and American airlines among economy class passengers? Why?
4. Discuss the fundamental differences in pricing strategy between United and American airlines. Which pricing strategy is superior? Why?
5. If you managed Delta airlines how would you react to the strategy adopted by these competitors?

Group 5: Workshop Week 8 – Product Promotion
1. What are the key influences on tourist information search behaviour?
2. Prepare a SWOT analysis for the Perc Tucker Gallery?
3. Given the gallery’s limited resources how could marketing be undertaken in a smarter more effective manner?
4. What cues might visitors use when evaluating the satisfaction with the visit to the Perc Tucker gallery?
5. What cooperative marketing initiatives with other organisations to make more effective use of marketing resources?

Group 6: Workshop Week 9 – Branding
1. What problems did NZ and Ontario face in terms of destination marketing?
2. What factors contributed to NZ’s branding success and Ontario’s failure?
3. What are the challenges of destination branding?
4. What is the NZ brand proposition built around?
5. What are the brand values of NZ 100% pure?
6. How did the NZ tourism organisation overcome its tiny budget to promote the brand 100% Pure?
7. Why has the NZ 100% Pure brand been so successful?

Group 7: Workshop week 11 – Relationship marketing, customer loyalty
1. Why is attracting first time customers so important to KE?
2. How does KE attract these customers and what else could it do to increase sales?
3. How has KE attempted to overcome the problems that the distinctive aspects of services present to marketers?
4. Why are the drivers of the buses so important to KE? How can KE manage the drivers to maintain or increase their effectiveness?
5. Does this case suggest that some service organisations are more suited to relationship marketing than others? Why?
6. What factors may limit the growth of KE?
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 ........................................ 15
   - Strategic marketing concepts integrated with case analysis
   - Options for resolving case issues identified
   - Rationale for choosing options
   - Appropriate external material provided

3. Class involvement ...................................................................... 20
   - 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: /55
APPENDIX 2 – ASSIGNMENT MARKING SHEET HIGHLANDS ON HORSEBACK

<table>
<thead>
<tr>
<th>Content</th>
<th>HD 85-100</th>
<th>D 75-84</th>
<th>CR 65-74</th>
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Other comments

Mark__________/100

TAHM5011 Strategic Tourism Marketing 18