

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Marketing

TAHM5011
STRATEGIC TOURISM MARKETING

COURSE OUTLINE
SEMESTER 1, 2009

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1. STAFF CONTACT DETAILS

Course coordinator/lecturer:	Dr Tracey Firth
Consultation time:	Wednesday 10-12
Location:	Level 3, East Wing, Quadrangle Building, Room 3015
Contact phone:	93853242
Email:	t.firth@unsw.edu.au

2. COURSE DETAILS

2.1 Teaching Times and Locations

A 3-hour workshop will be held on Tuesday 6-9pm in Quad G053. 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 Summary of Course

This course introduces students to the Strategic Marketing process for tourism firms. Through case-studies and real-world examples, students learn, evaluate and analyse the strategic marketing activities adopted by private and public-sector tourism organisations. Fundamentals of strategic marketing in tourism, such as environmental scanning, market research, branding, market segmentation, the 4P's and developing a marketing plan, are discussed as well as how a firm uses the marketing function to create and sustain a competitive advantage.

2.4 Course Aims and Relationship to Other Courses

Strategic Tourism Marketing (TAHM5011) is one of the four specialisation elective courses in the MCom Tourism Marketing degree. The specific aims of the course include:

- 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.

It is hoped that you will emerge from this course, a more knowledgeable tourism marketing manager and a more customer aware service provider.

2.5 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 small and large tourism organisations;
2. Be able to utilise the strategic marketing process to evaluate the feasibility of a new product idea;
3. Have improved 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 from around the world;

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 relate current market place activity to the marketing concepts discussed in class;
7. Be able to obtain research information using secondary sources.

These learning outcomes are designed to help students to develop various ASB graduate attributes including:

Graduate Attributes

Course Learning Outcomes	ASB Graduate Attributes
1,2,3,6	1. Critical thinking and problem solving
1,4,5,7	2. Communication
4,5	3. Teamwork and leadership
3	4. Social, ethical and global perspectives
1,6	5. In-depth engagement with relevant disciplinary knowledge
4,5,7	6. Professional skills

3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

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. Sixty minutes of the workshop will be very interactive and will involve a student 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 study. It is therefore important that you come to each workshop having read the case study so that you are prepared to analyse and discuss the key issues. 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 part of each workshop will be dedicated to getting you to present from your weekly learning journal.

3.2 Learning Activities and 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 student will then facilitate the workshop for one hour in relation to a specific case study. The aim of the facilitator will be to stimulate class discussion around the key issues evident in the case. The facilitator 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. ASSESSMENT

4.1 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. If this is not achieved the student will be awarded an Unsatisfactory Fail.

4.2 Assessment Details

Learning outcomes will be assessed through a strategic marketing plan, facilitation of a case study workshop, a reflective journal and a final exam.

Assessment Task	Weighting	Learning Outcomes assessed	ASB Graduate Attributes assessed	Length	Due Date
Workshop facilitation	25%	1,3,4,5,6	1,2,3,6	1 hour	TBA
Strategic marketing report	30%	2,4,7	1,2,3,4,5,6	5000 words	Week 8
Learning journal	20%	1,6,7	2,4,5	1500-2000 words	Week 11
Final exam	25%	1,3	1,2,5	2-hours	Formal exam period

4.3 Assessment Format

1. Workshop Facilitation – 25%

(Each student will be advised of their presentation week in Week 1)

This assessment relates to Student Learning Outcomes 1, 3, 4, 5 and 6. The purpose of this assessment is to get students to use their critical thinking skills to apply the relevant theoretical strategic tourism marketing knowledge to analyse and solve the marketing problems in a tourism marketing case study. The assignment also requires students to use their communication and organisational skills to engage their peers through the facilitation of a class workshop.

The assignment is to be done individually. In week one, students will be allocated one week in the semester to facilitate the case study component of the workshop. In this role the student will run the second half of the workshop focusing on generating class discussion around the questions relating to the case study and set reading scheduled for their week. The main aim of the case facilitator 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 8)

This assignment relates to Student learning Outcomes 2, 4 and 7. Students are required to apply the strategic tourism marketing theory learned in class to undertake a feasibility study of a new business idea. It will require students to undertake critical thinking, creative problem solving and will require the skills for effective collaborative project work. In pairs, you are to read the information provided and then in conjunction with your own secondary research, you are to write a report 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 PESTLE (Political, economic, social, technological, legal and environmental 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:
 - PESTLE 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. Learning journal – 20% (Journal entries to be completed each week for class discussion. The whole journal is to be submitted for marking in Week 11)

This assignment relates to student learning outcomes 1, 6 and 7. The assignment is aimed at getting students to keep abreast of current marketing issues facing organisations within the tourism industry. 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 news stories from newspapers and the Internet that relate to the weekly lecture topic. In some weeks you will be asked to read a journal article from the case book and answer the questions that relate to the article. The schedule for your journal is provided below.

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) to 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 11.

Instructions:

For each week outlined in the journal schedule below, you are to find a **current news article** (no more than a month old) from a relevant newspaper, online news forum or a news article from an industry publication that relates to the concepts or theories discussed in the lecture in the previous week.

Your written journal entry will include a short explanation of how the news article relates to the lecture topic for the previous week. You should include a copy of the news article and a single A4 page of notes where in your own words you will discuss the relevance of the article.

In the final 30 minutes of each workshop a few students will be chosen to share their journal entry for that week with the class. The presentation will include a brief summary of your entry emphasising how your chosen news article relates to 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 news articles relate to the relevant marketing concepts and how clearly you articulate that relationship.

Your written journal will be graded for content (there should be 8 journal entries in total), diversity of news article topics and variety of sources of news articles (e.g don't get all of your news articles from the Sydney Morning Herald – read more widely), the credibility of your chosen sources of information (e.g The Sydney Morning Herald is a more credible source of information than the Daily Telegraph), and how well you answer the set questions (please note that in some weeks you will be provided with a journal article and a set of questions which you must answer in your journal. In these weeks this task will replace the task of you finding your own news article. Please see the journal entry schedule below for more information about each week's specific task).

Journal Entry Schedule and questions

Week	Topic	Task
Week 3	Marketing Planning & the Business Environment	Find a recent news article explain how the issue discussed relates to the lecture topic
Week 4	Market Research	Find a recent news article explain how the issue discussed relates to the lecture topic.
Week 5	Understanding your customers	Read the article by Stone (2006) 'A dark tourism spectrum: Towards a typology of death and macabre related tourist sites, attractions and exhibitions' and answer the following questions:

		1. What is 'Dark tourism'? 2. What are the motivations of dark tourists? 3. Explain the difference between the darkest and lightest categories of tourism experiences in Stone's Dark Tourism Spectrum. 4. Is it useful to categorise supply in this way? Why?
Week 6	Market segmentation & positioning	Find a recent news article explain how the issue discussed relates to the lecture topic.
Week 7	New Product Development	Read the article by Crouch, Devinney, Louviere (2005) 'Marketing Research Imperatives for Space Tourism' and answer the following questions: 1. What factors might contribute to there being a gap between a person's abstract latent desire to travel into space and actual demand? 2. Why is market research so important to the new product development process? 3. Why is discrete choice modelling useful when estimating actual future demand for space tourism? 4. What were some of the key findings from the pilot choice experiment?
Week 8	Pricing Strategies	Find a recent news article explain how the issue discussed relates to the lecture topic.
Week 9	Product promotion & communications	Read the article by Riley and Van Doren (1991) 'Movies as tourism promotion' and answer the following questions: 5. What are the advantages of using motion pictures as a promotional tool in tourism? 6. According to the article successful films rely on which three attributes? 7. Name 4 motion picture films released over the past decade that have had a positive influence on tourist visitation for the destination portrayed in the movie.

		8. How successful do you think the movie 'Australia' released in 2008 is, as a promotional tool for the country?
Week 10	Distribution channels	Read the article by Buhalis and Licata (2002) and answer the following questions: ▪ How has the travel distribution role changed over the last 20 years? ▪ According to the study what are the perceived advantages and disadvantages of the Internet as a distribution channel? ▪ According to the study how are distribution channels expected to change over the next 15 years? ▪ How are these changes likely to impact the tourism industry?

5. Final Exam – 25% (To be held during the formal exam period)

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.

4.4 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.

4.5 Late Submission

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

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_Policies

5. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW's policies, penalties, and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html> as well as the guidelines in the online ELISE tutorial for all new UNSW students: <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>.

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

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

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

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

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

www.lc.unsw.edu.au/plagiarism

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

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

Individual assistance is available on request from The Learning Centre.

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

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

6. COURSE RESOURCES

- 'TAHM5011 Case Studies & Readings' that you are required to buy from the UNSW Bookshop.
- 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.
- ***There is no required textbook for this course.*** However the following textbook is recommended for supplementary reading and is available in the closed reserve section of the library:
 - o Shoemaker, S., Lewis, R., Yesawich, P. (2007) Marketing Leadership in Hospitality and Tourism: Strategies and Tactics for Competitive Advantage, fourth edition. Pearson Prentice Hall, New Jersey.

7. COURSE EVALUATION AND DEVELOPMENT

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) 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.

8. STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in the 'A-Z Student Guide': <https://my.unsw.edu.au/student/atoz/ABC.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Special Consideration', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

8.1 Workload

It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

8.2 Attendance

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

8.3 Special Consideration and Supplementary Examinations

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For advice on UNSW policies and procedures for granting special consideration and supplementary exams, see:

'UNSW Policy and Process for Special Consideration':
<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

8.4 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

8.5 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>.

8.6 Keeping Informed

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

9. ADDITIONAL STUDENT RESOURCES AND SUPPORT

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

- **ASB Education Development Unit (EDU)** (www.business.unsw.edu.au/edu)
Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au
- **UNSW Learning Centre** (www.lc.unsw.edu.au)
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:** <http://info.library.unsw.edu.au>
- **UNSW IT Service Desk:** Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333.

Website: www.its.unsw.edu.au/support/support_home.html

- **UNSW Counselling Service** (<http://www.counselling.unsw.edu.au>)
Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'.
Office: Level 2, Quadrangle East Wing ; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>)
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

10. COURSE SCHEDULE

Week	Date	Lecture Topic	Reading	Workshop activity
1	Mar 10	Overview of course outline Lecture 1: Introduction to tourism & strategic tourism marketing	Shoemaker, Lewis, Yesawich (2007) – 'Marketing services and the hospitality experience' Introduction to the case method	Introduction to case analysis Class Discussion: A restaurant has a great reputation as the result of providing consistent food for over 10 years. The restaurant is full every weekend and has above average business during the week. The manager claims that they do not practice marketing because they do not need marketing; they have more than enough business now. Is it true that the restaurant does not practice marketing?
2	Mar 17	Lecture 2: Marketing planning & the business environment	Tourism Australia Global Market Monitor Carbonara (2009) 'World Cruise Industry: Strategic & Financial Choices to Face Main Risks'	Practice case study: The Riverside Restaurant
3	Mar 24	Lecture 3: Market research	Jennings (2001) 'The role of research in tourism'	Group 1 workshop facilitation case study: Pearl River Garden Hotel

4	Mar 31	Lecture 4: Understanding your customers	Stone (2006) 'A dark tourism spectrum: Towards a typology of death and macabre related tourist sites, attractions and exhibitions'	Group 2 workshop facilitation case study: South Australian Tourism Plan 2009-2014
5	April 7	Lecture 5: Market segmentation, targeting, positioning	Tkaczynski, Rundle-Thiele, Beaumont (2009) 'Segmentation: A tourism stakeholder view'	Group 3 workshop facilitation case study: 'Longstay in Thailand'
	April 10	Mid semester break April 10 – April 19		
6	April 21	Lecture 6: New product development	Crouch, Devinney, Louviere (2005) 'Marketing Research Imperatives for Space Tourism'	Group 4 workshop facilitation case study: Rideau Golf and Country Club
7	Apr 28	Lecture 7: Pricing strategies for the tourism sector	Noone and Mattila (2009) 'Hotel revenue management and the Internet: the effect of price presentation strategies on customers' willingness to book'	Group 5 workshop facilitation case study: Euro-Disney
8	May 5	Lecture 8: Product promotion and communications	Riley and Van Doren (1991) 'Movies as tourism promotion'	Group 6 workshop facilitation case study: Sydney Aquarium
9	May 12	Lecture 9: Distribution channels for tourism & hospitality	Buhalis and Licata (2002) 'The future of eTourism intermediaries'	Group 7 workshop facilitation case study: Tourism Victoria

10	May 19	Lecture 10: Branding	Opoku, Bendixen, Pitt (2007) 'Communicating brand personality: are the web sites doing the talking for food SMEs?'	Group 8 workshop facilitation case study: Intrepid Travel
11	May 26	Lecture 11: Relationship marketing, Service quality, Customer loyalty	Thao, Swierczek (2007) 'Internet use, customer relationships and loyalty in the Vietnamese travel industry'	Group 9 workshop facilitation case study: New Zealand 100% Pure
12	June 2	Alliances		Revision Quiz

Workshop Facilitation Topics and Questions

Workshop Week 2 –

Practice Case Study: The Riverside Restaurant

Case study Objective: To apply the strategic marketing system model to the Riverside

- a. Write a 1-2 sentence mission statement that captures the essence of the mission of the Riverside.
- b. Situation analysis: What are the strengths, weaknesses, opportunities and threats for the restaurant?
- c. Discuss operational strategies:
 - Target market – should they change or stick to existing markets?
 - Product – does the menu have to be revised?
 - Competitive – how is Riverside different from the competition?
 - Positioning – What is the desired position for Riverside?
- d. Substrategies and tactics:
Discuss how the Riverside can implement the substrategies with regard to the product/service, presentation, communications and distribution mix.

Workshop Week 3 –

Group 1 Case study: The Pearl River Garden Hotel

1. Based on the information provided undertake a SWOT analysis for the hotel (Strengths, weaknesses, opportunities, threats).
2. What are the main problems facing the hotel? Why do you think these problems came about?
3. Who should the hotel's main target market be? Why?
4. What method should the hotel use to target this market? Why?
5. How can the hotel increase business through third parties located in distant destinations?
6. How can the hotel increase business during the low season?

Workshop Week 4 –

Group 2 Case study: South Australian Tourism Plan

1. What is the purpose of the South Australian Tourism Plan?
2. Conduct an online search of tourism experiences in South Australia and complete a SWOT analysis of tourism in South Australia.
3. Based on your research what are the main challenges that South Australia faces as a tourism destination?
4. Evaluate the South Australian Tourism Plan for 2009-2014. How appropriate are the chosen strategies considering the current and forecasted market conditions?
5. What factors will be critical to the success of their chosen strategies?
6. Based on your research and the content of the South Ausytralian Tourism Plan, what recommendations would you make to Tourism South Australia?

Workshop Week 5 –

Group 3 Case study: Longstay in Thailand

1. What are the characteristics of the longstay tourist?
2. How do the needs of the longstay tourist differ to the existing leisure tourist market in Thailand?
3. Conduct a SWOT of Thailand as a longstay tourist destination.
4. Who are Thailand's main competitors for the long stay market?
5. What factors should the Tourism Authority of Thailand promote to capture the longstay tourist market?
6. Consider the buying decision process for the longstay tourist market. Which reference groups would shape the choices of this market?

Workshop Week 6 –

Group 4 Case study: Rideau Golf & Country Club

1. Who are the club's existing target markets?
2. Should the club remain private, go public, or semi private? Why?
3. Whichever you choose, how should the club be positioned?
4. What marketing strategies should be implemented to increase membership and revenue?
5. Who should be the main target market(s)? Why?
6. What additional features should it offer? To attract these markets?

**Workshop Week 7 –
Group 5 Case study: Euro Disney**

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? Why?
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?

**Workshop Week 8 –
Group 6 Case study: Sydney Aquarium**

1. Why is product 'refreshment' significant in the long-term success of attractions such as aquariums?
2. What is meant by the concept of 'yield' in the context of tourism businesses, such as Sydney Aquarium? Why is this concept significant, and why might it be seen as being of more importance than absolute visitor numbers by the management of the Sydney Aquarium?
3. How vulnerable do you think Sydney Aquarium is to changes in the external environment? What evidence if any is there of such vulnerability in the case study? Can you suggest ways by which Sydney Aquarium could reduce such vulnerability?
4. Why is the approach to pricing used by Sydney Aquarium in the context of its international markets different from that used for its domestic markets?
5. Why is Sydney Aquarium's capacity to attract international tour groups constrained by its entry fee? How has the Aquarium sought to deal with this issue? How might the opening of Animal World change this situation to some extent?
6. How has the Sydney Aquarium sought to develop the schools market? (Before answering this question, consult the Sydney Aquarium website).

**Workshop Week 9 –
Group 7 Case study: Tourism Victoria**

1. To what extent has marketing research played a role in the marketing decision-making process of Tourism Victoria?
2. What overseas markets does Tourism Victoria believe to be most appealing in light of the geographic and product attributes of the destination? On what basis have these markets been selected?
3. Briefly describe Tourism Victoria's approach to the challenge of destination branding.
4. Briefly describe the nature of the 'jigsaw' campaign and outline its strengths.
5. What inherent difficulties are faced by Tourism Victoria in its efforts to maintain the quality of its state's tourism product?
6. How has Tourism Victoria attempted to deal with these issues?

**Workshop Week 10 –
Group 8 Case study: Intrepid Travel**

1. Arguably, travel guidebooks present significant competition for a tour operator such as Intrepid. Discuss how Intrepid might seek to differentiate itself from the 'do it yourself' option represented by such publications?
2. The majority of Intrepid travel products are sold through its agent network, although a growing percentage is now being sold directly to the consumer. With the increasing propensity for consumers to by-pass various stages of the traditional distribution chain, what strategies should Intrepid Travel implement in order to capitalise on this trend without alienating its existing agents?
3. In moving to a more formal marketing planning process, there is the risk that Intrepid Travel will become less able to respond to short-term opportunities in the market. Discuss the advantages and disadvantages of this change and identify strategies that Intrepid Travel can adopt to ensure that it maximises its ability to respond quickly to market opportunities.
4. Responsible travel appeals to a growing segment of the market and offers great potential for Intrepid Travel. How can the company promote its leadership in offering responsible travel packages without making it seem like a sales gimmick?
5. What business value if any does Intrepid Travel's links with various NGOs and charitable organisations have?

**Workshop Week 11 –
Group 9: NZ 100% Pure**

1. What are the challenges of destination branding?
2. What problems did NZ in terms of destination marketing?
3. What factors contributed to NZ's branding success?
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?

Appendix 1: Workshop Facilitation Marking Criteria

1. Identification of case issues10
 - 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, theories15
 - 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
7. 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: _____

STUDENT: _____

MARK: /55

APPENDIX 2 – ASSIGNMENT MARKING SHEET HIGHLANDS ON HORSEBACK

Content	HD 85- 100	D 75- 84	CR 65- 74	P 50- 64	F <50	
All questions have been addressed in detail						Not all of the assignment questions have been addressed
Comprehensive environmental analysis (PEST)						Superficial environmental analysis (PEST)
Detailed competitor analysis						Competitor analysis lacked detail
Comprehensive SWOT analysis						SWOT lacked detail
Secondary research/data cited to support decision making						No secondary research used to support decisions
Feasible recommendations						Feasibility of recommendations questionable
Professional report						Report does not contain all elements of a professional report
Adherence to the word limit						Assignment too brief or not concise in its wording
Correct grammar						Poor grammar
Correct referencing						A lack of referencing or incorrect referencing style

Other comments

Mark _____/100