Dear Students,

Welcome to your studies in TAHM5013 Destination Marketing and Management. I hope that you will enjoy the course, which this year includes one introductory lecture on the fundamentals of tourism, and am confident you will gain and/or build on a firm foundation of tourism knowledge for the MCOM degree program. My hope is that you will enjoy the participatory approach in class and happily meet the various challenges you will experience along the way. Over time – I anticipate and indeed encourage students’ increased contribution. We are together embarking on a great learning journey!

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

I look forward to our journey into the destination marketing and management.

Nina Mistilis
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</table>
1. COURSE STAFF

Course coordinator
Dr Nina Mistilis
John Goodsell Building Room 243
Phone 9385 2639 Email n.mistilis@unsw.edu.au
Consultation: Wednesday 1500-1700 hours
Other times by appointment

Other academic staff
Professor Larry Dwyer
John Goodsell Building
Room 233
Phone: 93852636
Email: l.dwyer@unsw.edu.au
Consultation: by appointment

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

Other academic staff
Professor Larry Dwyer is the Qantas Professor of Travel and Tourism Economics at the University of New South Wales. He publishes widely in the areas of tourism economics and tourism management with over 100 publications in international journals, government reports, chapters in books and monographs. Two articles, co-authored with Peter Forsyth, have been selected for inclusion in the International Library of Critical Writings in Economics. His present research interest involves computable general equilibrium modelling of domestic and inbound tourism. He maintains strong links with tourism at international, national, state and local levels. He has worked with the World Tourism Organisation in tourism strategy development in India, and the National Centre for Development Studies in researching the economic impacts of tourism in the Pacific. He has also served as contracted consultant to the Commonwealth Department of Tourism advising on the economic impacts of government policies on tourism. A recent research consultancy for the federal government involved development of a framework for measuring destination competitiveness. Larry is an invited academic member of the London based World Travel and Tourism Corporation Tax Force Panel, an executive committee member of the USA based Business Enterprises for Sustainable Development (BEST) and a member of the Steering Committee, CRC for Sustainable Tourism Sub-program 3.3 (Tourism Economics and Policy). He is on the Editorial Board of five international tourism journals.
1.1 Communication with Staff
Contact staff in addition to above – by email or phone

2. INFORMATION ABOUT THE COURSE
2.1 Teaching times and Locations
The course has a two-hour lecture and a one-hour workshop each week
Lecture and Workshop Wed 1800-2100 (MorvenBrown G5)
There is no workshop in week fourteen.

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

2.3 Parallel teaching in the course
n/a

2.4 Relationship of this course to other course offerings
The course forms an integral part of the core program in tourism of the Master of Commerce (Tourism Marketing).

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

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The course aims to survey theory in tourism destination management and marketing and practice in creative problem solving and developing a strategic destination marketing plan. The course introduces students to key concepts associated with global tourism destination marketing and management, including the recognised critical need for a sustainable tourism approach. The areas of study in the course include an approach to tourism destination analysis, management of tourism destinations, incorporation life cycle, impacts, strategic analysis and supply and demand considerations and finally tourism destination marketing.

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

Tourism is a demanding academic discipline due to its recent development and consequent gaps in its literature. The course aims to contribute to the provision of suitably qualified tourism managers in Australia and globally, by providing students with skills and foundation knowledge necessary for sound managerial decision-making in the context of the challenges in this exciting, rapidly expanding industry.

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

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

2.2 to apply conceptual frameworks and theories to identify and analyse a range of tourism issues; and
2.3 to demonstrate a firm foundation of knowledge in basic concepts in tourism destination management and marketing, which enables practical application and provides creative solutions in these fields.

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

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

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

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

4. STUDENT RESPONSIBILITIES AND CONDUCT
For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website.

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

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

4.2 Attendance
Your regular and punctual attendance at lectures and 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.

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

4.4 Keeping informed
You should take note of all announcements made in lectures, workshops or on the course website. From time to time, the University will send important announcements to your university e-
5. LEARNING ASSESSMENT

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

5.2 Assessment Details
There are five assessments in total, detailed below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment</th>
<th>due</th>
<th>weight (%)</th>
<th>learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment one journal article</td>
<td>workshop wk 3, 5 choice</td>
<td>15</td>
<td>2.1</td>
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<tr>
<td></td>
<td></td>
<td>1730hrs Wed wk 6</td>
<td></td>
<td>2.1 - 2.2</td>
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<tr>
<td>2</td>
<td>Assessment two midterm test</td>
<td>lecture wk7</td>
<td>20</td>
<td>2.1 - 2.2</td>
</tr>
<tr>
<td>3</td>
<td>Assessment three report</td>
<td>COB Mon wk 11</td>
<td>30</td>
<td>2.1 - 2.3</td>
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<td></td>
<td>Poster presentation</td>
<td>class week 13</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Assessment four exam</td>
<td>exam period</td>
<td>25</td>
<td>2.1 - 2.3</td>
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<tr>
<td>5</td>
<td>Assessment five class participation</td>
<td>ongoing</td>
<td>10</td>
<td>2.2, 2.3</td>
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<td></td>
<td>TOTAL</td>
<td></td>
<td>100</td>
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1. Assessment one - Critical review of journal article - 15%

**Topic:** Article review
**Length:** 1000 words
**Dates Due:** Wk 3 or 4: Workshop – explain choice
Wk 5, Wednesday: 1730 hrs – submit into drop box Goodsell level 3

This is an individual assignment. The student will write a critical review, approximately 1000 words in length, on one recent academic journal article (last four years) related to tourist destination marketing organisations (DMOs). The journal article must be attached to and submitted with the assignment. Note that non-academic articles will not be accepted or marked. The list of tourism journals below provides a starting point for finding an acceptable article. See the FCE EDU (education development unit) site for the resource ‘Writing a critical review’, for assistance in explaining the review process, initially by focusing on these questions. This is also loaded in course site under ‘Other stuff’ folder:

What is a critical review? What steps should you take in summarising an article? What is involved in commenting critically on an article? What criteria can be used for evaluating an article? What is the structure of a critical review? What makes a good critical review?


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

The critical review will assess the contribution of the article to our knowledge of tourism destination management and its relevance to the topic. It will include:
- Summary of the purpose and main idea of the article that is, an analytical summary of main findings/arguments/conclusions of article
- strengths/usefulness of article, including how (if at all) the article contributes to the literature in tourism management
- weaknesses/limitations/problems of the article especially for your purposes

The student will explain to the class in week two or three how the article pertains to the tourism planning topic.

2. Assessment two – mid term test - 20%

**Topic:** All topics weeks 1-6; format:
- Short answer – choose two questions out of three 10% (5 + 5)
- Short essay style - choose one question out of two - 10%

**Length:** one hour and a half long, including reading time
**Date:** The test held in the lecture time week 7

The questions will test application of knowledge and critical analysis.

3. Assessment three tourism destination marketing plan report - 30%

**Topic:** strategic tourism destination marketing plan
**Length:** 2500 words – 500 words destination STD, 2000 words marketing plan
**Date Due:** Wk 11, Wednesday: 1730 hrs – submit into drop box Goodsell level 3
**Poster presentation**

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

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

You are a city, regional, state or national DMO manager; develop a marketing plan for your destination, broadly following Richardson (1996) guidelines, discussed in class weeks 4 and 9. Include in your introduction an analysis of destination STD, with at least three recent (last four years) journal article references.

As a guide to writing your plan, ensure that it also includes the headings in the *body* section of EDU Writing a Report and note that the executive summary is not included in word count:
- Situation analysis
- SWOT analysis
- Objectives and strategies
- The action program
- Implementation and evaluation
Writing and presenting the plan

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

5. Assessment five - examination - 25% UNSW exam period – three hours
All topics of week 8-14; the format is both case study and essay questions and will examine application of knowledge and critical analysis.

6. Assessment six - class participation – 10%
Participation is through informed discussion and critical analysis; it is ongoing in all classes. It is imperative that students prepare for each class by completing the readings and making notes of points of interest. For this course it is not possible to participate without adequate preparation.
Students will form groups of about four persons and work within them for the workshop each week. Students are encouraged to draw on personal tourism experience to illustrate, apply, explore and discuss a point, developing the ability to locate it within some theoretical framework and apply creative solutions.

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

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


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

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:

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

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

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

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: [http://www.lc.unsw.edu.au/plagiarism/index.html](http://www.lc.unsw.edu.au/plagiarism/index.html)

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

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

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

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

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

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

[www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

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

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

Individual assistance is available on request from The Learning Centre.

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

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.
7. STUDENT RESOURCES

7.1 Course Resources

Texts (available for purchase in the UNSW bookshop)
Mistilis, N. (2006) TAHM5013 Study Kit

Study Kit contents:
Mistilis, N. (2006) TAHM5013:

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

Other reference material held in library

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

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

Australian Office of National Tourism

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

Australian Bureau of Statistics

Australian Tourist Commission
http://www.atc.net.au

Travel and Tourism Intelligence
http://www.t-ti.com/index.htm
Tourism related journals (* journals held in the UNSW library)

*Annals of Tourism Research S338.479105/3
*Australian Journal of Hospitality Management S657.9494005/1
*Bureau of Tourism Research Publications SQ647.9494005/2
*Cornell hotel and restaurant administration quarterly SQ647.9405/5

Events Management
*Hospitality research journal: the professional journal of the Council on Hotel, Restaurant, and Institutional Education S647.9405/4
*Hospitality & tourism educator / Council on Hotel, Restaurant & Institutional Education SQ647.9405/7

Information Technology & Tourism
*International Journal of Tourism Research SEJ647.9405/3
*International Journal of Contemporary Hospitality Management S647.9406805/1

Journal of Convention and Exhibition Management
*Journal of sustainable tourism S338.479105/15
*Journal of Leisure Research S790.07205/2
*Journal of Tourism Studies S338.479105/2
*Journal of Travel & Tourism Marketing S338.479105/24
*Journal of Travel Research SQ338.479105/5
*Leisure management. S790.06905/2

Tourism, Culture & Communication
*Tourism Economics S338.479105/25
*Tourism Management SEJ338.4791005/1
*Union news Hospitality & leisure SQ331.881105/10

7.2 Other Resources, Support and Information

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

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

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

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

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

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

http://www2.fce.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_EDU2_OnlineResources
In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

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

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

8. **CONTINUAL COURSE IMPROVEMENT**

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process ([http://www.ltu.unsw.edu.au/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.
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<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
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<tbody>
<tr>
<td>24-July</td>
<td>1</td>
<td>Welcome to the course and topic overview; Profile of students; Class occupational health and safely TOPIC: INTRODUCTION 1. Topics and text chapter outline readings 2. What is tourism? Introductory lecture</td>
<td></td>
<td>DR MISTILIS</td>
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<tr>
<td>31 July</td>
<td>2</td>
<td>Feedback - discussion of writing - journal assignment 1. TOPIC I: TOURIST DESTINATIONS – BACKGROUND &amp; APPROACH • Global distribution patterns for tourism destinations • Tourist cities &amp; towns WORKSHOP: Leser (1997) case study Bali Each student group will: 1. identify main economic, social &amp; environmental impact issues 2. ‘map’ main issues in diagram on large sheets paper (provided), showing links between issues 3. after pooling these ideas, student groups will collectively suggest how to rectify some issues with negative impacts</td>
<td>FCE EDU ‘Writing a critical review’ Weaver &amp; Lawton (2006) TEXT CH 1 Leser (1997)</td>
<td>DR MISTILIS</td>
</tr>
<tr>
<td>7 Aug</td>
<td>3</td>
<td>Library use Feedback - discussion of writing - journal article choice TOPIC I: TOURIST DESTINATIONS – BACKGROUND &amp; APPROACH • Marketing theory &amp; the external environment • Sustainable tourism development WORKSHOP: Text p 49</td>
<td>TEXT CH 2 Leser (1997)</td>
<td>JULIE NOLAN DR MISTILIS</td>
</tr>
<tr>
<td>WEEK BEG.</td>
<td>WK NO.</td>
<td>CONTENT</td>
<td>READINGS</td>
<td>LECTURER</td>
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</tbody>
</table>
| 14 Aug    | 4      | Feedback - discussion of destination choice, marketing plan - report assignment Feedback - discussion of writing - journal article choice  
TOPIC II: DESTINATION MANAGEMENT  
• Destination life cycle and national tourism development  
WORKSHOP:  
Weaver & Lawton (2006) CH 10 | DR MISTILIS |
| 21 Aug    | 5      | TOPIC II: DESTINATION MANAGEMENT  
• Tourism product analysis  
• Strategic analysis  
WORKSHOP:  
Discussion of Lessons from Niagara; viewing worksheet (appendix)  
Case study – Niagara, Canada Questions.  
1. The viewing worksheet results for Niagara.  
2. What values are embedded in STD (sustainable tourism development) for Niagara?  
3. What organisations are involved with tourism development for Niagara?  
4. What forces are driving pattern of change?  
5. Are product-market matches sustainable for Niagara?  
6. What are the implications for ST destination marketing? | TEXT  
CH 3, 4  
Video Keys to Successful Development Lesson from Niagara | DR MISTILIS |
| 28 - Aug  | 6      | TOPIC II: DESTINATION MANAGEMENT  
Tourist demand:  
• Segmenting & targeting tourists  
• Tourist purchase behaviour  
WORKSHOP:  
Text p126, 152 | TEXT  
CH 5, 6 | DR MISTILIS  
INDUSTRY VISITOR |
| 4 Sept    | 7      | MID TERM TEST  
WORKSHOP  
Feedback - discussion of writing - report assignment | | DR MISTILIS |
<table>
<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
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</thead>
</table>
| 11 Sept  | 8      | TOPIC II: DESTINATION MANAGEMENT  
- Sustainable tourism development and managing yield  
- Developing a methodology for measurement of impacts in Australia using BTR data  
- Sustainability in a mature tourism destination - Hawaii  
WORKSHOP:  
Case Study Hawaii (Sheldon et al, 2005)  
QUESTIONS  
- Working in groups of 4, students will ‘map’ main issues of sustainability for Hawaii in diagram on large sheets paper (provided), showing links between issues;  
- After pooling these ideas, students will collectively suggest how to manage these issues for STD.  
- What lessons were learnt from Hawaii for any destination?  

Sheldon et al (2005)  
Peruse website: http://www.gohawaii.com/  
PROFESSOR LARRY DWYER |
| 18 Sept  | 9      | Feedback - discussion of destination choice, marketing plan - report assignment  
TOPIC II: DESTINATION MANAGEMENT  
Tourism supply  
- Research  
- Packaging the tourist product  
WORKSHOP:  
Text p179, 205  
Richardson (1996)  
TEXT CH 7, 8  
DR MISTILIS |
| 2 Oct    | 10     | TOPIC III: DESTINATION MARKETING  
- Branding tourist destinations  
- Advertising & public relations  
WORKSHOP:  
Text p231; 257  
TEXT CH 9, 10  
DR MISTILIS |
<p>|          |        | MID TERM BREAK  |
|          |        | INDUSTRY VISITOR |</p>
<table>
<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
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</table>
| 9 Oct    | 11    | TOPIC III: DESTINATION MARKETING  
- Sales incentives, direct marketing, website development  
- Trade promotion, budgeting, collaboration  
WORKSHOP:  
Text P281; 306 | TEXT CH 11, 12 | DR MISTILIS |
| 16 Oct   | 12    | TOPIC III: DESTINATION MARKETING  
- Hayman Island, Queensland  
- Tasmania  
WORKSHOP:  
Critical analysis of marketing plans Hayman, Tasmania | Peruse:  
Hayman Island website  
Tasmania website  
| 23 Oct   | 13    | STUDENT POSTER PRESENTATIONS | ALL STUDENTS; INDUSTRY VISITORS |
| 30 Oct   | 14    | Feedback – essay assignment; exam advice  
SUMMARY OF COURSE | ALL TEXT CH & READINGS & NOTES | DR MISTILIS |
APPENDIX A
1. Assessment one - Critical review of journal article - 15%

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Article review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>1000 words</td>
</tr>
<tr>
<td>Dates Due:</td>
<td>Wk 3 or 4: Workshop – explain article choice</td>
</tr>
<tr>
<td></td>
<td>Wk 5, Wednesday: 1730 hrs – submit into drop</td>
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<tr>
<td></td>
<td>box Goodsell level 3</td>
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</tbody>
</table>

This is an individual assignment. The student will write a critical review, approximately 1000 words in length, on one recent academic journal article (last four years) related to tourist destination marketing organisations (DMOs). The journal article must be attached to and submitted with the assignment. Note that non-academic articles will not be accepted or marked. The list of tourism journals below provides a starting point for finding an acceptable article. See the FCE EDU (education development unit) site for the resource ‘Writing a critical review’, for assistance in explaining the review process, initially by focusing on these questions. This is also loaded in course site under ‘Other stuff’ folder:

What is a critical review? What steps should you take in summarising an article? What is involved in commenting critically on an article? What criteria can be used for evaluating an article? What is the structure of a critical review? What makes a good critical review?


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

The critical review will assess the contribution of the article to our knowledge of tourism destination management and its relevance to the topic. It will include:

- Summary of the purpose and main idea of the article that is, an analytical summary of main findings/arguments/conclusions of article
- Strengths/usefulness of article, including how (if at all) the article contributes to the literature in tourism management
- Weaknesses/limitations/problems of the article especially for your purposes

The student will explain to the class in week three or four how the article pertains to the tourism planning topic.

Grading criteria: Section 1 below is worth 3 marks; section 2 & 3 are each worth six marks

<table>
<thead>
<tr>
<th>Comments</th>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>1. Appropriate choice of article; written presentation style including proper sentence structure, grammar, spelling;</td>
<td></td>
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<tr>
<td>2. Summary of the purpose and main idea of the article that is, an analytical summary of main findings/arguments/conclusions of article</td>
<td></td>
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<tr>
<td>3. Strengths/usefulness of article, including how (if at all) the article contributes to the literature in tourism management</td>
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<tr>
<td>4. Weaknesses/limitations/problems of the article especially for your purposes</td>
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</tbody>
</table>

**TOTAL**

ASSESSOR: Nina Mistilis
APPENDIX B
3. Assessment three tourism destination marketing plan report - 30%

<table>
<thead>
<tr>
<th>Topic:</th>
<th>strategic tourism destination marketing plan</th>
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</thead>
<tbody>
<tr>
<td>Length:</td>
<td>2500 words – 500 words STD, 2000 words marketing plan</td>
</tr>
<tr>
<td>Date Due:</td>
<td>Wk 11, Wednesday: 1730 hrs – submit into drop box Goodsell level 3</td>
</tr>
<tr>
<td>Poster presentation</td>
<td>Week 14 class</td>
</tr>
</tbody>
</table>

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

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

You are a city, regional, state or national DMO manager; develop a marketing plan for your destination, broadly following Richardson (1996) guidelines, discussed in class weeks 4 and 9. Include in your introduction an analysis of destination STD, with at least three recent (last four years) journal article references. As a guide to writing your plan, ensure that it also includes the headings in the body section of EDU Writing a Report and note that the executive summary is not included in word count:

– Situation analysis
– SWOT analysis
– Objectives and strategies
– The action program
– Implementation and evaluation
– Writing and presenting the plan

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

Grading criteria: Section 1, 2, 3 and 5 are worth five marks each; section four is worth ten marks

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<th>Comments</th>
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<td>5.</td>
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TOTAL
ASSESSOR: Nina Mistilis

SERV5013-06 – Destination Marketing and Management Page- 20
APPENDIX C
KEYS TO SUCCESSFUL TOURISM DEVELOPMENT: LESSONS FROM NIAGARA
Viewing Worksheet – fill in whilst viewing the video

1. the two primary ways a destination can develop a sense of place are:

2. a gateway not only signals that a visitor has arrived, it also offers:

3. insuring that a destination’s tourism products meet market demands is called:

4. the primary market segment for Niagara Falls is:

5. clusters may be formed by:

6. good signage
   allows
   reduces, helps

7. elegant traditions is an example of a partnership that has produced a successful package. This package includes:

8. tourism conflicts can be resolved through

9. to help protect the environment, the Niagara Parks commission does:

10. two other organisations that work to protect the environment in the Niagara Region are:
ASSIGNMENT COVER SHEET

Student Number: ______________  Name: _______________________
Course:  TAHM5013
Lecturer:  DR NINA MISTILIS
Workshop: ______________________
Day: ___________Time: _______
Assignment: _____________________________________________________
_________________________________________________________________
Date due:  ____________________

Date Submitted: __________

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

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

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

Signed: ………………………………………………..   Date: ……/……/……