



COLLEGE of BUSINESS AND ECONOMICS

SCHOOL OF HOSPITALITY, FOOD
AND TOURISM MANAGEMENT

HTM 3160

Destination Management and Marketing Fall Semester, 2018

(0.5 credit)

General Course Information

Instructor: HS Chris Choi
Email: hwchoi@uoguelph.ca
Office Location: MACS 304
Office Hours: Tuesday 3 – 5:30 pm or by appointment
School: School of Hospitality, Food and Tourism Management

Class Schedule: 2:30-5:20, WED (MINS 037)

Pre-requisites: HTM 2170

Course Description

This course embodies both the opportunities and challenges facing Destination Marketing Organisations (DMOs), and focuses on how destination marketing is planned and implemented.

Course Learning Outcomes

Upon completion of the course students will be able to understand the fundamental issues relating to:

Knowledge and Understanding:

- 1) *Develop a comprehensive and critical understanding of the major concepts of destination and marketing*
- 2) *Assess market opportunities by analysing customers, competitors, collaborators, context, and the strengths and weaknesses of a destination marketing organization (DMO)*
- 3) *Better understand the marketing concepts learned from the previous courses by relating it to the "real world" of business*
- 4) *Develop effective marketing strategies to achieve organizational objectives.*
- 5) *Provide effective future marketing directions to achieve organizational objectives.*
- 6) *To use the techniques, skills, and tourism marketing tools necessary for assessing tourism activity and analysing tourism potential.*

Discipline/Professional and Transferable Skills:

- 7) *Communicate and defend students' recommendations and critically examine the recommendations of their classmates*
- 8) *Develop and demonstrate the ability to work effectively in multi-disciplinary teams*

- 9) *Develop proficiency in the ability to integrate marketing knowledge and understanding from various areas of tourism business via situation and data analysis and proper solutions to tourism business issues and problems*

Indicative Content

Week 1 (September 12):

Topic: What are roles of destination management and marketing? Why is it important?

Required Readings: Chapter 1

Activities: Syllabus Review; Meet Your Professor

Week 2 (September 19):

Topic: What are the benefits and process of long term planning? What is PRICE Model? How do DMOs measure their own performance?

Required Readings: Chapters 2 & 3

Mini-Case Discussion: What happens when you stop marketing

Week 3 (September 26):

Topic: What are the product extensions in tourism development? How do define soft vs. hard tourism products? What is tourism quality? What are its components? What strategies should be used to deal with the different market conditions (e.g. penetration, development or diversification)?

Required Readings: Chapter 5

Mini-Case Discussion: Great Canadian rail tour company; Proposal Due

Week 4 (October 03):

Topic: Who are tourism stakeholders? What are the definitions for destination partnership and team-building? What are the reasons behind the trend that public-private partnerships are becoming popular? What are the main ingredients of successful partnership? What are some possible challenges for successful partnership? Why are community efforts important to the success of destination management?

Required Readings: Chapters 6 & 7

Activity: Over-Tourism Case

Week 5 (October 10):

Guest lecture: Sport Event Tourism – Cheryl Finn, Sport Tourism Director, London, ON

Activities: Project proposal presentation

Week 6 (October 17)

Guest Lectures: Sandy Shen – Gamification in marketing / Lena Liang – Sharing economy in tourism

Week 7 (October 24):

Topic: What is destination positioning, image and branding? How are these concepts interconnected? Why is destination branding important? What are the major challenges involved with doing destination branding? What are the characteristics

Required Readings: Chapter 9

Mini-case Discussion: Branding Exercise: Identify your favourite service (e.g. hotel, restaurant) and destination brands (two each) and describe what makes them great or why you like them. In addition, identify your least favourite service and destination brands (two each) and describe what makes them horrible or why you dislike them. When assessing your favourite and least favourite brands, identify their image using adjectives.

Week 8 (October 31):

Topic: Which elements comprise the basic models of communications and what are their roles and functions? What is the definition of integrated marketing communications and why is the concept important? What are the major components of IMCS and how is each of them defined? Why are ICTs so important in today's tourism business? What is Smart Tourism? What are the key elements of Smart Tourism?

Required Readings: Chapter 10 & 11

Mini-case Discussion: TBA

Week 9 (November 07):

Topic: What is the push and pull theory? What are the main factors affecting on destination selection? What is the effect of perceived destination image on destination selection so important and why? What are the purchasing process of tourism experience?

Required Readings: Chapter 12

Mini-case Discussion: Sustainability and Aspen Ski Resort

Week 10 (November 15):

Topic: What are the benefits of developing and promoting domestic tourism? How important is domestic tourism vis a vis international tourism? What are the overall issues and challenges with domestic tourism? What are the major challenges facing DMOs in the international marketing for pleasure travel? What are the different business event markets and how is each of them defined? Which trends are impacting upon business travel and events?

Required Readings: Chapters 13, 14 & 15

Min-case Discussion: Identify a niche tourism which best work for Vancouver, Toronto, Montreal or Beijing. Prepare two pages ppt slides (overview and potentials) and your justification for in class discussion.

Week 11 (November 21):

Topic: Futures of DMM

Required Readings: Chapter 16

Week 12 (November 28):

No Lecture

Activities: Final Presentation & Wrap up

Course Assessment

Assessment #	%	Description	Associated Learning Outcomes	Due Date/ location
Assessment 1:	20%	<i>In-class Discussion Participation; Weekly Journal; One Min. Paper</i>	1 – 5	Weeks 2 - 11
Assessment 2:	30%	8 Quizzes	1 – 5	Weeks 2 - 11
Assessment 3:	40%	<i>Project Report (Group contract, Meeting minutes, Proposal and Final project) & Presentation</i>	1 – 7	Weeks 2, 5, 12
Total	100%			

Teaching and Learning Practices

Lectures

- The basic method of instruction will be formal lectures and in-class discussion. Guest speakers are incorporated where possible.
- Class feedback is welcomed and encouraged.
- Students are strongly encouraged to prepare for, attend, and participate in class regularly.
- Please make every effort to attend lecture when we have a guest speaker.

Course Resources

Required Texts:

Morrison, A. (2013). *Marketing and Managing Tourism Destinations*. Routledge, New York, NY.

Academic and trade journal, and newspaper articles will be distributed via the courselink

Course Policies

Assessment 1 Class Participation (30%)

A. *In-class Discussion Participation (15%)*

You must participate in class in order to make the discussions interesting, insightful, and fun. However, there is no need to contribute in every session. Some of the best contributors are those who participate in a few sessions, but whose comments are always insightful and compelling. The key issue is one of quality, not

quantity. Although most comments arise during the case discussions, participation during the lectures is also encouraged.

We should work together to make each class session a lively, stimulating, and intellectually rewarding venture in group learning. You are individually and collectively responsible to that end. Believe me, nobody (including me) wants to hear me ramble on endlessly about the course concepts without engaging in class discussion. The best classes are those that are highlighted by an interactive discussion about the potential marketing opportunities that arise from course concepts or from case issues. As such, we are all co-producers of knowledge.

You will be rewarded by DM Bucks at any time during class. The DM bucks will be awarded to students who participate in class discussion. At the end of each class, the DM bucks awarded should return to me with their name on the back of the awarded DM Buck(s). If your participation has a greater value, you will get a bigger dollar value 5 DM bucks (e.g. 2 or 5 dollars). Your participation mark will be determined based on the accumulated DM bucks.

1 – 35 Bucks	=	1
36 – 50 Bucks	=	2
51 – 65 Bucks	=	3
66 – 80 Bucks	=	4
81 – 95 Bucks	=	5
96 – 110 Bucks	=	6
111 – 125 Bucks	=	7
126 – 140 Bucks	=	8
141 - 155 Bucks	=	9
156 + Bucks	=	10

B. One Minute Papers (5%) (8 or 9)

A one minute paper will be given at the end of class (and actually takes several minutes). You will be asked to answer the following three questions:

- What is the most significant thing you learned today?
- What is one 'muddiest' point still remaining at the conclusion of today's class?
- Any other comments, suggestions, or questions?

This exercise will help the instructor monitor which concepts and applications you feel you have mastered and which you feel are still unclear. The next class will start with a few minutes spent discussing student answers to the first question and explaining the misunderstandings that seemed to be shared by more than three students.

C. Weekly journal reflection (10%)

During each class, we discuss on the concepts from the assigned readings, current events and their impacts on international and/or domestic tourism, to which all students are expected to contribute. Bring a small journal (e.g. diary size) to every class, to note your highlights from the ASSIGNED readings and lectures, and to record your reflections. For weekly journal, use the following headings: Lecture for Week X; Assigned Reading for Week X.

Major Heading:

Weekly Journal for Week 2

1). Lecture for Week 1.

Write your reflection and highlights for Week 1 about here.

2). Assigned reading for Week 2

Write your reflection and highlights of the assigned reading(s) for Week 2 about here.

- Submit your weekly journal at the beginning of each class for my signature.
- Example: In Week 2, you are supposed to submit lecture reflection & highlights from Week 1 and reflection & highlights on the assigned reading(s) for Week 2.
- You will be asked to grade your own journal and submit it on Week 12 for assessment. Each week's journal is rated on a 5-point scale (5 = outstanding, far exceeds expectations; 4 = above average, exceeds expectations; 3 = satisfactory, meets expectations; 2 = needs improvement; and 1= not able to evaluate).
- When grading your journal, follow the guideline below. Reading assignment: 50%; Lecture: 50%
- Your self-graded journal mark can be lower or higher by 30%.

Assessment 2: Quizzes (30%)

There will be no written midterm or final exams in this course. The quizzes will be based on assigned course readings and case discussions. In order to stress the importance of the readings for this class, quizzes will be given in order to establish student knowledge and comprehension of the materials. I will only use the highest 7 of the 8 quizzes. The quizzes will consist of short answer questions. No consideration will be granted for not writing quiz (zes) on the date specified. Quizzes will not be re-evaluated after 2 weeks from the day the quiz was given.

The quizzes have two components: Individual (80%) and Group (20%) quiz. At the beginning of each class students will be given 5-10 minutes to answer a quiz. After the completion of an individual quiz, a team of 3 students take the same quiz (or with one new question) as a group quiz. Students are allowed to discuss to answer the questions correctly and will complete one answer sheet per group. If a student is late to class and take only the individual portion, then the student will not allow joining a group quiz activity.

Assessment 3: Term Project (40%)

A. Group Contract (1%)

Shortly after you are assigned to a group, you and your fellow group members will be required to develop a group contract (no more than 400 words) containing the "ground rules" for your team. In the group you work with, it is important to have some common goals and expectations that will guide your group's interaction. The more you know about your group members, what to expect of each other, and how to proceed, the better the group will perform and interact.

This will include, but not necessarily be limited to, the following group decisions: communication, decision making, emergencies, and changes. Especially, you need to include how potential intra-group conflict will be resolved (Problems in communication, differences of opinion, and other area of conflict). You **MUST** have an agreed-upon plan in place for identifying and attempting to resolve such intra-group issues. Think of me as "a higher court of appeals" in that regard! I will always be ready, willing and available to step in and help with any conflict resolution but **ONLY** as a **FOLLOW-UP** step to your first working within your group as stated in your contract to attempt to resolve any such problems!

B. Meeting Minutes (2 %)

I'm asking you to keep minutes of your group meetings so that both you and I can keep track of your progress as a group. The minutes will document your successful activities, and reveal problem areas (if any) that we need to address. They should also encourage you to hold better meetings—for example, to establish your agenda at the beginning of the meeting, to require timely attendance and so on.

The following is an outline of what the minutes should contain. Blanks of this form are available on the course website. You can either download the doc format and fill it in on a word processor, or print it out and fill it by hand.

Meeting Minutes

- Date: (date of meeting) Place: (where you met)
- Secretary pro tem: (who prepared the minutes)
- Scheduled starting time: (time) Actual starting time: (time)
- Members in attendance/time of arrival: (list)
- Planned Agenda: (The major items you expected the meeting to address from the beginning)
- Other items brought up: (Any new items that got talked about during the meeting)
- Resolution: (Briefly summarize the results of the discussions—a few sentences each)
- Responsibilities: (Briefly describe what each member is supposed to do during the time before the next meeting.)
- Next meeting: (Date, time & place). Agenda for next time: (What you expect you have to do next time.)
- Meeting adjourned: (time).

C. Proposal (7%) (6 – 7 pages)

Please complete the following 4-5 page proposal for your project:

1. Team members' names
2. Statement of Introduction for your project proposal
 - Identify the city your team will be consultants for
 - Brief introduction and rationale for selecting your project city (The most important section)
 - Identify marketing potential of the city or area destination
3. Brief summary of current tourism activity
4. Identify 3 major attractions that can be used as major attractions to bring more tourists (if you cannot identify 3 major attractions, then a selected destination will be good for your project.)
5. Identify direct competing destinations (considerably, both geographically and product wise) and briefly discuss about them and their strategic activities.
6. Search for three academic journal articles (peer reviewed) related to your destination's attractions or potential target markets and attach the first page of those three articles.
7. List of statistical materials used for the final report (at least 3)
8. Provide your destination visit and project work plans.
9. You will be asked to present your proposal on October 17

D. Final Report (25%) (18 – 25 pages)

Each team is required to prepare a marketing plan for a community.

Your term project is a group work. Groups will consist of only 2 students, unless prior approval is received for a larger or smaller group. Since you are all 3rd or 4th students, you will form your own groups. More detailed guidelines will be distributed and discussed during the semester.

E. Presentations (5%)

- The team presentations of the marketing projects will take place at the end of the semester.
- For this presentation, teams should use Power Point or an overhead projector to present their materials.
- Each team member must participate in the actual presentation.
- The time should be distributed as equally as possible between members of the team.
- The exact amount of time required for each presentation will be determined after the number of groups is determined. However, it is estimated that presentations will be limited to 15 to 20 minutes with a few additional minutes for class discussion.
- Additional specifics will follow in class as the semester progresses.

- Both the instructor (60%) and the students (40%) will evaluate the presentations.

Written Document Format

All written work is to be professionally prepared and the following guidelines are to be followed where appropriate including:

- Typed and double spaced
- Sources properly cited (APA style)
- Stapled or bound
- Turned in on the date due at the beginning of class (10% penalty each day it is late)
- Include your name, due date and course number
- Clarity of approach
- Structure and organization
- Logic and level of analysis
- Support and justification for your arguments
- Lack of grammatical and spelling errors
- Comprehensiveness

Oral presentation policy

- A presentation will be made in Class Session 12 (as determined by lottery.)
- All team members must participate on a **relatively** equal basis.
- There is no maximum number of PowerPoint slides; however, no more than 25 minutes are allotted for the presentation.
- Five minutes will be allotted for Q and A.
- A copy of the PowerPoint slides must be e-mailed to the instructor **48 hours** prior to the presentation for Q and A preparation.
- Students presenting in the first session will be expected to be in class for the remaining presentations.

Course Policy on Group Work:

Team members are expected to work together. The effectiveness of a team depends upon how the members discusses, organize, and accomplish tasks.

Some recommendations:

- Teamwork requires planning; discuss your project, set your goals, delegate functions, evaluate results, and set new goals...;
- Develop an agenda with your own due dates and days for discussion;
- Establish group coordinators for each activity;
- Some work can be done individually or in subgroups of 2 (need approval) or 3(recommended);
- Develop a "team contract". Clearly state the obligations of all team members, the means of communication, frequency of meetings, outline your decision processes and what should you do when something is not working (i.e. if a team member is not doing his/her work); and
- **START NOW!!!!** Meet and do your planning soon. This way each member can begin to work on individual assignments and schedules.

Late Submission & Absence

For this class, there are two types of absences: excused and unexcused. Excused absences include absences due to religious observances, intercollegiate athletics, University student government, a death in the family, and *confirmed* medical illnesses. All other reasons for an absence (e.g., heavy snowfall, car problems, job interview, vacation, computer problems, cat stuck in tree, etc.) are considered unexcused absences (talk to me ASAP if you think you might miss class for whatever reason).

For excused absences: You or a family member should contact me within 48 hours (if possible) of the assignment due date to request an extension.
If you get sick, I'll need documentation.

For unexcused absences: turned in on the date due at the beginning of class (10% penalty each day it is late)

Final Thoughts

If you are having problems or issues, SPEAK UP! I am more than happy to help you with difficulties you are having in the course. This help is conditional upon you doing your job. That is, you should read the text and study the slides before you come to see me. The session is much more fruitful if you have tried to understand the material first. I will not redo a class lecture because you didn't attend. Please attend the lectures; it makes everyone's life much easier. Review and or read any material to be covered in a class before class. I assume you have done this when I present material.

Course Policy regarding use of electronic devices and recording of lectures

Turn off your cell phone before the start of class. If you have a special need to have it on, please visit with me to discuss the matter.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08...>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an

open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Note: Contact should be edited for regional campuses.

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is **November 2, 2018**. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08>

Additional Course Information

Please do not leave the room while the class is in progress, except in the case of necessity (e.g., emergency, nature call). Drinks are allowed in the classroom, but no food (it can be disruptive to your neighbors and also me – should I call on you.). If you have a special need to have it on, please visit with me to discuss the matter.

- If it is foreseeable that you must leave class early (e.g., doctors appt.), please let me know ahead of time so that I will know this when you get up and walk out. (Preparing for another class or an exam for other courses is not a valid reason to leave my class early.)