



HTM*3160 – Destination Management and Marketing

Fall 2022 (0.5 Credit)

General Course Information

Welcome to our class! We will be back to in-person course. To be able to complete this course successfully, students will need to ensure that must attend lectures and seminars. Wearing a mask is optional for each and every lecture and seminar. COVID-19 is still ongoing. We all have a role to play in helping protect our community and reducing the spread of COVID-19. By joining the class, you agree to these terms.

	HS Chris Choi, PhD
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<i>Office Hours</i>	by appointment (both in-person or online)
<i>Department</i>	School of Hospitality, Food and Tourism Management
Class Schedule:	2:30 – 3:50, M/W (MCKN 115)
Pre-requisites:	HTM 2170

Course Description

This course embodies the opportunities and challenges facing Destination Marketing Organizations (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 them to the "real world" of business*
- 4) *Develop effective marketing strategies to achieve organizational objectives.*
- 5) *Provide practical 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 the situation and data analysis and proper solutions to tourism business issues and problems*

Content

Each week, the content will be divided into two parts:

1. **Lecture.** The primary method of instruction will be formal lectures and in-class discussions. Guest speakers are incorporated where possible. Students are strongly encouraged to regularly prepare for, attend, and participate in class.
2. **Seminar Discussion/Activity.** After you take each lecture, you will come to class, where we will put the concepts into practice through various approaches, including case studies, group-based activities, and more. I'll do my best to keep the lectures fun and interactive for the entire 1.5 hours, but preparation on your part is key to success!

Week 1 (September 12/14):

Lecture: Destination Management and Marketing

Required Readings: Chapter 1

Seminar Discussion/Activity: Syllabus Review; Get to know one another; Team formation; Discussion: what are the roles of destination management and marketing? Why is it important? What happened to the tourism, sport, and hospitality industry?

Week 2 (September 19/21):

Lecture: What are the benefits and processes of long-term planning? What is the PRICE Model? How do DMOs measure their performance?

Required Readings: Chapters 2 & 3

Seminar Discussion/Activity: What happens when you stop marketing case

Week 3 (September 26/28):

Lecture: What are the product extensions in tourism development? How do you 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

Seminar Discussion/Activity: Great Canadian rail tour company

Week 4 (October 3/5):

Lecture: 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; Short 'pitch' of proposal today

Seminar Discussion/Activity: Over-Tourism Case

Week 5 (October 10/12):

No class or seminar scheduled – Fall study break

Week 6 (October 17/19):

Lecture: N/A

Required Readings: Final Report instructions

Seminar Discussion/Activity 1: Lena JE Liang, Technology and Marketing

Seminar Discussion/Activity # 2: Proposal presentation and Q&A session; Discussion about the upcoming final report

Week 7 (October 24/26):

Lecture: What are 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 10

Seminar Discussion/Activity: 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 most minor favourite service and destination brands (two each) and explain 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/November 2):

Lecture: Which elements comprise the basic communications models, 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 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: Chapters 11 & 12

Seminar Discussion/Activity: The Northern Likes case study

Week 9 (November 7/9):

Lecture: What is the push and pull theory? What are the main factors affecting destination selection? How is perceived destination image's effect on destination selection so important, and why? What is eco-tourism, and why is it important?

Required Readings: Chapter 13

Seminar Discussion/Activity: 'Different Shades of Green' Costa Rica Case Study

Week 10 (November 14/16):

Lecture: 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 international marketing for pleasure travel? What are the different business event markets, and how is each defined? Which trends are impacting business travel and events?

Required Readings: Chapters 14, 15, & 16

Seminar Discussion/Activity: Identify niche tourism that best works for Vancouver, Toronto, Montreal, Hanoi, or Beijing. Prepare two pages ppt slides (overview and potentials) and your justification for in-class discussion.

Week 11 (November 21/23):

Activity: Final Presentation

Week 12 (November 28/30):

Activities: Final Presentation & Wrap up

Course Assessment

Assessment #	%	Description	Associated Learning Outcomes	Due Date/ location
Assessment 1:	30%	<i>Discussion Participation; Weekly Journal; One Min. Paper</i>	1 – 5	Weeks 2 - 11
Assessment 2:	30%	8 Quizzes	1 – 5	Weeks 3 - 11
Assessment 3:	40%	<i>Project Report (Group contract, Meeting minutes, Proposal and Final project) & Presentation</i>	1 – 7	Weeks 3, 6, 12
Total	100%			

Teaching and Learning Practices

- Lectures**
- The basic method of instruction will be formal lectures and discussions held both in the lecture and in the Discussion forum in Courselink. Guest speakers are incorporated where possible.
 - Class feedback is welcomed and encouraged.
 - Students are strongly encouraged to regularly prepare for, attend, and participate in class.
 - Please make every effort to attend lectures each week to stay on top of the workload.

Course Resources

Required Texts:

Morrison, A. (2018). *Marketing and Managing Tourism Destinations*, 2nd Edition. Routledge, New York, NY.

eBook available for purchase here (USD \$88.00):

https://play.google.com/store/books/details?id=JmhuDwAAQBAJ&gl=ca&hl=en-CA&source=productsearch&utm_source=HA_Desktop_US&utm_medium=SEM&utm_campaign=PLA&pca_mpaigned=MKTAD0930BO1&gclid=Cj0KCQjwgo_5BRDuARIsADDEntSTb2XSa5qpkNn7cUfBOK6HkNVE1-BcyFMc4UJ9jY-oD-9u5rPlfE4aAtT-EALw_wcB&gclsrc=aw.ds

Academic and trade journal, case studies, and newspaper articles will be distributed via Courselink.

Course Policies

Assessment 1 Class Participation (30%)

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

Even though we're meeting virtually, you are still expected to participate in class in order to make the discussions interesting, insightful, and fun. Successful participation means being engaged in each lecture and offering your own opinions, insights, and responses to the questions being asked. 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 for 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 highlighted by an interactive discussion about the potential marketing opportunities that arise from course concepts or case issues. As such, we are all co-producers of knowledge. You will also have the opportunity to gain participation marks through the Discussion Board in Courselink related to each week's topic.

This class is unique – you have to *buy* your participation mark! Don't worry; I found an ethical way to do this. You will be rewarded by DM Bucks at any time during class. The DM bucks will be awarded to students who participate in class discussions. Throughout the class, I will assign DM bucks to you. If your participation has a greater value, you will get a bigger dollar value 5 DM bucks (e.g., 2 or 4 dollars). Your participation mark will be determined based on the accumulated DM bucks.

The following participation marks cost the equivalent DM Bucks:

1 – 20Bucks	=	Level 1 Participation
21 – 30 Bucks	=	Level 2 Participation
31 – 40 Bucks	=	Level 3 Participation
41 – 50 Bucks	=	Level 4 Participation

51 – 57 Bucks	=	Level 5 Participation
58 – 65 Bucks	=	Level 6 Participation
66 – 70 Bucks	=	Level 7 Participation
71 – 75 Bucks	=	Level 8 Participation
76 - 80 Bucks	=	Level 9 Participation
81 + Bucks	=	Level 10 Participation

B. *One Minute Surveys (5%)*

A "one-minute survey" (which should take several minutes) will be completed by you at the end of each class in that week's folder. 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 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 seminar, we discuss 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. Using a physical journal, you will note your highlights from the assigned readings and lectures, and to record your reflections. Use the following headings for your weekly journal entries: "Lecture from Week X" and "Assigned Reading for Week X".

For example:

Weekly Journal for Week 2

1). Lecture from Week 1.

Write your reflection and highlights for Week 1 here.

2). Assigned reading for Week 2.

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

Detailed instructions:

- Submit your journal at the beginning of each class to me for my signature.
- Example: In Week 2, you will 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 a complete version (with all reflections throughout the semester) to Dropbox in 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 must be lower or higher by 30% of my grade to be valid.

Assessment 2: Open-Book Quizzes (30%)

There will be no written midterm or final exams in this course. Instead, the open-book quizzes will be based on assigned course readings and case discussions. To stress the importance of the readings for this class, quizzes will be given to establishing student knowledge and comprehension of the materials. The quizzes will consist of multiple choice questions. No consideration will be granted for not writing quiz(zes) on the date specified. Quizzes will not be re-evaluated after two weeks from the day the quiz was given.

Students must complete the quiz in 10 minutes at the beginning of each lecture. Students are NOT allowed to discuss the answers to the questions with one another and will complete one quiz per student. If a student misses the weekly quiz for any non-valid reason, they will receive a 0 grade.

Assessment 3: Term Project (40%)

A. Group Contract (1%) – Due in Dropbox by September 19 at 11:59 p.m.

Shortly after you form 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 essential to have common goals and expectations to 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, group decisions: communication, decision-making, emergencies, and changes. Primarily, you need to include how potential intra-group conflict will be resolved (Problems in communication, differences of opinion, and other areas 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. Proposal (7%) (6 – 7 pages) – Due in Dropbox by October 19 at 11:59 p.m.

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 the 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 not be suitable for your project.)
5. Identify direct competing destinations (considerably, both geographically and product-wise) and briefly discuss 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.

C. Meeting Minutes (2%) – Due in Dropbox by November 20 at 11:59 p.m.

I'm asking you to keep the 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, establishing your Agenda at the beginning of the meeting, requiring 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) location: (where you met, such as Zoom, Facebook Messenger, WhatsApp, etc.)
- 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).

D. Final Report (25%) (18 – 25 pages) – Due in Dropbox by November 20 at 11:59 p.m.

Each team is required to prepare a marketing plan for a city of their choice.

Your term project is a group-based project. Groups will consist of 3-5 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%) – Slides due in Dropbox by November 201 at 11:59 p.m.

- The team presentations of the marketing projects will take place at the end of the semester.
- For this presentation, teams should use PowerPoint to present their materials in seminar.
- Each team member must participate in the actual presentation.
- The time should be distributed as equally as possible among team members.
- Presentations will be limited to 15 minutes, with 5 additional minutes for class discussion. This timing is firm.
- Additional specifics will follow in class as the semester progresses.

Written Document Format

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

- Use figures and tables as much as you can.
- Typed and double spaced
- Sources adequately cited (APA style)
- Turned in on the date due (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 15 minutes are allotted for the presentation.
- Five minutes will be allotted for Q and A.
- A copy of the PowerPoint slides must be submitted to Dropbox the night prior to the presentation for Q and A preparation.
- Students presenting in the first session will be expected to stay in class for the remaining presentations.

Course Policy on Group Work:

Team members are expected to work together. A team's effectiveness depends on how the members discuss, organize, and accomplish tasks. A peer evaluation will be available at the end of the semester and non-functioning members may risk losing up to 5% of their grade based on comments by other members.

Some recommendations:

- Teamwork requires planning; discussing your project, setting your goals, delegating functions, evaluating results, and setting new goals...;
- Develop a plan 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 3-4 (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 you should 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

This class has 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.

The University will not normally require verification of illness (doctor's notes) for fall 2022 or winter 2023 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

For unexcused absences: **10% penalty each day it is late; if more than 3 days late, it will receive a 0%**

Final Thoughts

If you are having problems or issues, SPEAK UP! I am more than happy to help you with your difficulties 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 read any material to be covered in class before you arrive. I assume you have done this when I present the material.

Course Policy regarding use of electronic devices and recording of lectures

Presentations related to course work—including lectures—will be recorded each week given the online format of the class. If you have any issues with being recorded in this way, please notify the instructor at the beginning of the semester, and we can discuss options. Material recorded is restricted to use for the course, unless further permission is requested and granted.

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. At the same time, the University will not require verification of illness (doctor's notes) for the Fall 2022 semester; it is still recommended to contact the instructor to discuss missed work.

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class e-mail. All University-wide decisions will be posted on the COVID-19 website (<https://www.uoguelph.ca/covid19/>) and circulated by e-mail.

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 e-mail csd@uoguelph.ca or see the website:

<http://www.csd.uoguelph.ca/csd/>

Diversity, Equity, and Inclusion

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff in creating and promoting equity and inclusion within our learning spaces. Making these kinds of learning cultures is a process, not a destination; it requires an ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, particularly those outlined by the Office of Diversity and Human Rights and the [University of Guelph Human Rights Policy](#). Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party per University policies if they experience such behaviours.

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 **December 2, 2022**. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://calendar.uoguelph.ca/graduate-calendar/schedule-dates/fall-semester/>

More information about Dropping Courses can also be found here:

<https://www.uoguelph.ca/registrar/coursesadddrop>

Additional Course Information – Online Etiquette and Expectations

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions

- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password
- Recording lectures without the permission of the instructor

Each of you must give (and receive!) respect to/from your colleagues within any environment and that at no point in time any student engages in behaviours that would be deemed as inappropriate or disrespectful. This includes, but is not limited to, the list above. Essentially, nothing hurtful or offensive.

My top priority is to ensure that students have a safe space where they are free to learn and work without fear of judgment or harassment. Especially in these difficult times, we must come prepared to build each other up rather than tearing each other down.

Guidelines Around COVID

Ongoing health situations remain fluid. The University of Guelph sets the protocols and guidelines that must be followed by staff, students, faculty, and visitors. Please be sure that you have reviewed all information relating to COVID protocols and any other health-related restrictions for face-to-face interaction in class and on campus. Any changes made by the University once the course has started will be also shared through our CourseLink announcements and email.

Please remember that we are community members within the class and on campus. If you are experiencing symptoms of illness, it is always best to remain at home and connect with your peer team.

A couple of quick links:

COVID Information for Students:

<https://www.uoguelph.ca/covid19/covid-info-for-students>

UofG Wellness Centre:

<https://wellness.uoguelph.ca/>

Date Submitted to Chair:	
Chair Signature (Approval):	<i>S. Elliot</i>
Date Approved by Chair:	Sept 6/22