



BUSINESS SCHOOL
Te Kura Pakihi

MART 467 Tourism Marketing

COURSE OUTLINE

Semester Two, 2019

Contents

The University of Otago’s Graduate Profile	1
Paper Description and Aims	2
Learning Outcomes	2
Teaching Staff	2
Course Delivery.....	3
Expectations and Workload	3
Course Learning Resources	3
Blackboard.....	3
Student Webmail	4
Assessment.....	5
Quality Assurance	6
Learning Outcomes.....	7
Grading System	7
Course Calendar.....	9
Student Learning Support and Information	10
Student Charter	10
Guidelines for Learning at Otago	10
Student Learning Centre	10
Library Support.....	10
Māori Student Support	10
Pacific Islands’ Student Academic Advisor	10
Equity Advisor.....	11
Student Feedback.....	11
Class Representatives	11
Concerns about the Course	11
Disclaimer	12
Policy on Student Internal Assessment	13
Policy for Special Consideration in Final Exams.....	14

The University of Otago's Graduate Profile

All graduates of the University of Otago are expected to have the graduate profile in the box below. Not all of that profile is expected to be included in any one paper. This paper will focus on the *italicized* items.

Graduate attributes

All University of Otago graduates will possess a deep, coherent and extensive knowledge of at least one discipline, coupled with knowledge of the fundamental contribution of research to that discipline. In addition, all Otago graduates will possess, to varying degrees, the following sets of attributes:

These attributes involve substantial affective elements:

Global perspective

Appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship

Interdisciplinary perspective

Commitment to intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links amongst disciplines

Lifelong learning

Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment

Scholarship

Commitment to the fundamental importance of the acquisition and development of knowledge and understanding

These attributes include those most often sought by employers:

Communication

Ability to communicate information, arguments and analyses effectively, both orally and in writing

Critical thinking

Ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity

Cultural understanding

Knowledge and appreciation of biculturalism within the framework of the Treaty of Waitangi; knowledge and appreciation of multiculturalism; and an ability to apply such knowledge in a culturally appropriate manner.

Ethics

Knowledge of ethics and ethical standards and an ability to apply these with a sense of responsibility within the workplace and community

Environmental literacy

Basic understanding of the principles that govern natural systems, the effects of human activity on these systems, and the cultures and economies that interact with those systems

Information literacy

Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity

Research

Ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively

Self-motivation

Capacity for self-directed activity and the ability to work independently

Teamwork

Ability to work effectively as both a team leader and a team member

Paper Description and Aims

We apply consumer behaviour and marketing theory to practical issues of Tourism Marketing when providing tourism's core product: experiences. We conduct an in-depth analysis of the structures, roles and networks of tourism facilitators including destination marketing organisations and event providers. The course includes a project and an applied research opportunity with tourists or local businesses, or a desk-based project.

Learning Outcomes

Upon successful completion of this paper, you should be able to:

- 1) Discuss and evaluate tourism marketing theory, including brand-consumption, and tourism experience theory (Research, Critical Thinking, Ethics);
- 2) Debate contemporary issues relevant to tourism, event management and marketing, strategy building, destination branding and the consumption of places (Multicultural Understanding, Global Perspective, Environmental Literacy) ;
- 3) Apply tourism-marketing theory to a practical tourism issue, incl. event and branding research or service design problems (Scholarship, Discipline Knowledge);
- 4) Generate and present a marketing research report for a tourism business or provide a comprehensive critique of a defined strategic or design problem (Communication, Information Literacy, Life-long Learning)

Teaching Staff

Paper Coordinator and Lecturer

Name: Associate Professor Andrea Insch
Office: OBS 4.27a
Email: andrea.insch@otago.ac.nz
Office Hours: TBC

You should contact the Paper Coordinator with any administrative enquiries about the paper.

All requests for late submissions of assignments should be addressed to the programme directors.

Associate Professor Leah Watkins (MMart programme director)

Email: leah.watkins@otago.ac.nz

Expectations for Staff Response Time to Email Enquiries – 9am to 5pm, Monday to Friday, email response will generally be within 48 hours. Please be aware that staff are not available to respond to emails between 5pm Friday and 9am Monday.

Course Delivery

Lecture Day/Time: **Wednesday 11-12.50pm**

Room: OBS 4.26

Every week students must attend one hour 50 minutes seminar, or provide a reason for not attending prior to class.

The initial lectures in weeks 1, 2 and 3 introduce key conceptual material which will then be explored through discussion and interaction between teaching staff and students.

Lectures are supported by readings, followed by seminar style discussions and student-managed seminars (flipped classroom).

Course Calendar The course calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds. Any changes will be announced at lectures and be detailed on Blackboard.

Students are expected to prepare for and attend all classes to gain full benefit from the course

These activities should be prepared for by reviewing information detailed on Blackboard and completing any assigned readings. Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

Expectations and Workload

MART467 is a 20 point paper. As a general guide, 1 point represents study in formal instruction or independent study for 12 hours, made up of a combination of lectures, seminars, assignments and readings. As a result you should anticipate spending approximately 240 hours on this subject over the duration of the semester.

Course Learning Resources

The required readings for this course are available through Blackboard. In addition, students will complement this list with their independent and self-directed reading.

Blackboard

Blackboard <https://blackboard.otago.ac.nz/> provides you with access to course materials, class notices, and resources. Blackboard is used to email the whole class so it is important that you check your student email and *Blackboard* regularly.

Student Webmail

IMPORTANT - DO THIS NOW:

Forward your University email address to an email address that you use regularly as follows:

1. [Log into your StudentMail account](#) using your student username and password
2. Click **Cog button (top right corner) > Options**
3. Under **Account**, select the **Forward your email** shortcut under the **Short Cuts** menu on the right side of the screen.
4. Under the Forwarding heading, type in the email address you want your email to be forwarded to. You can also choose to have a copy of these emails kept on your StudentMail account, so please check the box if you would like this.
5. Click the **Start forwarding** button.

Assessment

All material presented is examinable (except where stated otherwise) by assignments. All-important assessment information such as due dates and times, content, guidelines and so on will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

Assessment	Due date	% of final grade
Student led seminar and discussion	Weeks 4-6	30%
Written Literature Review	21/8/19	25%
Presentation of Project Idea and Research Outline	4/9/19	15%
Research Project Report	11/10/19	30%

Assessment Format

MART467 Tourism Marketing is initially comprised of 3 lectures followed by seminars in which prepared readings will be discussed. During weeks 4-6, 2 to 4 students per seminar/class will lead the discussion of one reading each. The other students will have read the same articles and contribute to the discussion and evaluation of the seminar. The lecturer will help guide the discussion and mark students' contributions. These discussions in each of 3 seminars will form 30% (3x10%) of the final mark.

In other words, each seminar (4-6) will discuss a set of readings, and be organised by students. The class will approach the content dialectically, analyse it, oppose it, question its assumptions and methodology, etc. Together, these seminars will develop a deep understanding of the concepts including, experiences and events, place as service scape, destination marketing and branding, and service design.

A literature review by each student (due 21 August) will further expand the in-depth dialogue with a chosen subject area, and lead to a specific research question designed by the student. This question will lead to a project idea and its presentation to class (due 4 September). This step will help with the project to be executed effectively and on time. (The project may be/become part of your Masters' or Honours thesis).

During the discussions of lectures and readings, students will build up a portfolio of readings, get ideas and develop interests, which will then form the basis of the literature review.

A practical piece of research can involve: an intensive analysis of e.g., national tourism strategies to form tourism policy, a city brand audit, or the study of a firm's service design and its critique. It can involve interviews with companies on their brands, or with tourists on their experiences.

The project will involve planning, conducting, and executing the project. Projects involving tourists or businesses include transcribing and analysing the interview. If a business, students will research the experience of its brand and/or service design; if a tourist, a memorable experience of a place will

be recorded and analysed (details of appropriate skills during seminar week 21 Aug). There are no official classes during the project period (see time table) but the lecturer is available.

The last two classes deal with the presentation of results (2 & 9 Oct). This step is a formative step leading to the final written report on the project (30%; due end of semester). There is no exam.

The presentations by each student will add up to a collective, tangible, real-life result which is to be submitted as a written report.

Further details on the specific assessment items, including directions and marking guidelines will be available on Blackboard.

Assignment Submission Procedure

Submission through TurnItIn

<https://help.otago.ac.nz/blackboard/assessing-your-students/turnitin/turnitin-for-students/>

Late Assignments

Please refer to the policy at the back of this course outline.

Referencing Style and Style Guide

Style guides are also available on the University Library website:

<http://www.otago.ac.nz/library/quicklinks/citation/index.html>

Maori Language Policy

The University of Otago has a Māori Language Policy which promotes the use of te reo Māori by staff and students. For more detail about this policy and its procedures, go to:

<http://www.otago.ac.nz/administration/policies/otago0003239>

Commerce students who intend to present an assessment or examination in te reo Māori must write to (Manager of Student Administration, Academic Services: student.admin@otago.ac.nz), who will then inform the Head of Department (HoD). This must be done at the beginning of the paper (within the first three weeks of the semester) to allow sufficient time for suitable arrangements to be made for marking, including translation and external assessment (if necessary).

Quality Assurance

At the Otago Business School we monitor the quality of student learning and your learning experience. Your assessed work may be used for assurance of learning processes, such as evaluating the level of achievement of learning outcomes, with the aim of improving the quality of our programmes. All material used for quality assurance purposes will be treated as confidential and the outcome will not affect your grades.

Learning Outcomes

Learning Outcome	Student led seminar and discussion	Written Literature Review	Outline Research Project Idea & Research	Research Project Report	Total
Discuss and evaluate tourism marketing theory, including brand-consumption, and tourism experience theory (Research, Critical Thinking, Ethics);	X	X		X	
Debate contemporary issues relevant to tourism, event management and marketing, strategy building, destination branding and the consumption of places (Multicultural Understanding, Global Perspective, Environmental Literacy);	X	X			
Apply tourism-marketing theory to a practical tourism issue, incl. event and branding research or service design problems (Scholarship, Discipline Knowledge);			X	X	
Generate and present a marketing research report for a tourism business or provide a comprehensive critique of a defined strategic or design problem (Communication, Information Literacy)				X	
Total	30%	25%	15%	30%	100%

Grading System

The grading scheme used at Otago is:

A+	90-100	C+	60-64
A	85-89	C	55-59
A-	80-84	C-	50-54
B+	75-79	D	40-49
B	70-74	E	<40
B-	65-69		

Academic Integrity

Students should ensure that all submitted work is their own. Plagiarism is a form of academic misconduct (cheating). It is defined as copying or paraphrasing another’s work and presenting it as one’s own. Any student found responsible for academic misconduct in any piece of work submitted for assessment shall be subject to the University’s dishonest practice regulations, which may result in serious penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the

paper, or in extreme cases, exclusion from the University. The University of Otago reserves the right to use plagiarism detection tools.

Students are advised to inform themselves about University policies concerning dishonest practice and take up opportunities to improve their academic and information literacy. If necessary, seek advice from academic staff, or the Student Learning Centre. The guideline for students is available at this link: <http://www.otago.ac.nz/study/academicintegrity/index.html>

Further information about the Academic Integrity Policy, the Student Academic Misconduct Procedures and the Academic Integrity can be found through the links below. The Academic Integrity website in particular has a number of useful links and suggestions as to where students can get help with referencing issues.

<http://www.otago.ac.nz/administration/policies/otago116838.html>

<http://www.otago.ac.nz/administration/policies/otago116850.html>

Course Calendar

Lecture/ Tutorial			
Number	Week Commencing*	Topic	Reading
1	8 July	Introduction to Tourism Marketing, the Tourism System & course overview (AI)	TBC
2	15 July	Place Branding and Current Issues in Tourism (AI and Guest)	TBC
3	22 July	Introduction Experiences Authenticity & Memorable Experiences (AI and Guest)	TBC
4	29 July	Tourist Segmentation: Who experiences what and how? (AI and Students)	TBC
5	5 August	Branding & Destination Brand Architecture (AI and Students)	TBC
6	12 August	Tourism Service-scapes; Event Marketing (AI and Students)	TBC
7	19 August	Methodology: interviewing/ coding/ analysing (AI) Literature Review Due	TBC
	Mid Semester Break	26-30 August	
8	2 September	Discussion of students' mini research project proposals (In class)	
9	9 September	Project work – mentoring during class time	
10	16 September	Project work - mentoring during class time	
11	23 September	Project work - mentoring during class time	
12	30 September	Student Presentations and feedback	
13	7 October	Student Presentations continue and course debrief	

* First week of Semester 2 is **ACADEMIC WEEK 28**

Lectures end Friday **11 Oct**

University Exam Period Second Semester Begins Wednesday **16 Oct**

Ends Saturday **9 Nov**

Student Learning Support and Information

Student Charter

<http://www.otago.ac.nz/about/otago005275.html>

Guidelines for Learning at Otago

<http://hedc.otago.ac.nz/hedc/wp-content/uploads/2012/12/Guidelines-for-Learning.pdf>

<http://hedc.otago.ac.nz/hedc/learning/>

Student Learning Centre

The Student Learning Centre, which is part of the Higher Education Development Centre, provides learning support, free of charge, to ALL enrolled students. Their services include:

- a workshop programme designed to help students to improve their learning strategies and their generic skills;
- individual assistance with learning issues;
- on-line study skills advice;
- a student leadership programme
- a student-led peer support programme for students of all ages and backgrounds.
- conversational English groups for students from a non-English speaking background

The Centre also provides two very helpful study guides, "Guidelines for Writing and Editing" and "Writing University Assignments" and these are available on the SLC website.

<http://slc.otago.ac.nz/>

Library Support

The Library website <http://www.otago.ac.nz/library> provides access to resources and services, including group room bookings, library hours and locations, past exam papers, subject guides, article databases and more.

If you need assistance either check out the self-help guides <http://otago.libguides.com/selfhelp>, or ask Library staff at the ground floor service desks, or email ask.library@otago.ac.nz

Māori Student Support

Kaiārahi Māori

Contact Rachel Sizemore

Email: kaiarahi.obs@otago.ac.nz

Their role is to help link Māori students with the various support networks throughout the university and the community.

Pacific Islands' Student Academic Advisor

Warm Pacific Greetings

Talofa lava, my name is Esmay Eteuati and my role is to liaise with Academic Departments and Student Services relating to Pacific students' and their course of study. I support both staff and students in the Business School and have a network of Pacific contacts in other Divisions around the University.

Email: esmay.eteuati@otago.ac.nz

Tel: 479 4756

Marketing Department support person for Maori/Pacific Island students is Kirsten Robertson.

Contact Kirsten at the following:

Email: kirsten.robertson@otago.ac.nz

Tel: 479 8451

Equity Advisor

Students are encouraged to seek support if they are having difficulty with their studies due to disability, temporary or permanent impairment, injury or chronic illness. It is important to seek help early, through one of the contacts below:

Mathew Parackal

Email: mathew.parackal@otago.ac.nz

Tel: 479 7696

Student Feedback

We encourage your feedback. This can be in the form of contacting staff, participating in course evaluation surveys and communicating with class representatives. Continual improvements will be made to this course based in part on student feedback. Recent changes to this course as a result of constructive feedback include introducing additional lectures at the beginning of the course.

Class Representatives

The class (or student) representative system is an avenue for encouraging communication and consultation between staff and students. It provides you with a vehicle for communicating your views on the teaching and delivery of the paper and provides staff with an opportunity to communicate information and gain constructive feedback from students. It contributes to the development of a sense of community within a department and it adds a further dimension to the range of support services offered to students.

Volunteers for the role of class representatives will be called early in the semester. The OUSA invites all class representatives to a training session, conducted by OUSA, about what it means to be a class representative and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems that may occur. The OUSA provides support to class representatives during the semester. Departmental staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

Your class representative's name and contact details will be posted on Blackboard early in the semester.

Concerns about the Course

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed,

there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

Disclaimer

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.

UNIVERSITY OF OTAGO
Policy on Student Internal Assessment

The purpose of this document is to have a consistent policy throughout the department as well as to develop students' time management skills. It reflects usual practices in the business world in which neither success (here: grades) nor deadlines are negotiable.

1. **Dissemination of Grades** – Regarding internal assessment, the numerical marks will be returned to students via eVision no later than two weeks after the assessment has been submitted. All students are requested to check their marks as they appear on eVision. Any discrepancies should be reported to the course administrator as soon as possible.
2. **Late Assignments** – Assignments received up to 24 hours after the deadline will have 10 marks deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 68%). Assignments received between 24 - 48 hours after the deadline will have 20 marks deducted from the available grade. Assignments received 48 hours after the deadline will not be marked and there will be no grade given.
If you are required to submit both an electronic and hardcopy of your assignment both need to be submitted on time. If only one of the versions of your assignment (i.e., hardcopy or electronic) is submitted on time and the other version is submitted late then you will receive half of the penalty associated with the respective late submission.
3. **Extensions** – Extensions will be granted only in exceptional circumstances (eg. illness with supporting medical documentary evidence stating nature and length of impairment, family emergency, provincial or national representative activities) by the appropriate paper administrator.

If the assignment or internal assessment tests count significantly towards the final result then a formal medical certificate is required. As a guideline, an internal assessment component which counts for 20% of the final result would be considered significant.

Lecturers are **not** authorised to give extensions. **Only** the programme leaders should be approached for extensions. Leah Watkins and Lisa McNeill are the programme leaders for this course

Computer problems do not constitute an exceptional circumstance unless it is an officially notified failure of university equipment.

4. **Academic Misconduct** – "Academic misconduct is seeking to gain for yourself, or assisting another person to gain, an academic advantage by deception or other unfair means. The most common form of academic misconduct is plagiarism." Plagiarism is the dishonest use of someone else's words, facts or ideas, without proper acknowledgement. Most students will include other people's ideas and information in their work and assignments - such material may be either quoted or digested and used by students. In either case, acknowledgement is essential.
For further information please refer to <http://www.otago.ac.nz/study/academicintegrity/index.html>.
5. **Problems with group work** – Where group work is set and a group is experiencing difficulties, the students should approach their tutor to try to resolve these differences. The tutor will counsel the group, or individuals from the group, on the procedures open to them to resolve group problems (the problem should be raised prior to the work being completed or handed in).

The procedure to be followed is:

- i) students should try to resolve the problems within the group without outside assistance.
- ii) students should meet with their tutor to endeavor to resolve outstanding issues.
- iii) the tutor will arrange for students to meet with the paper administrator who will endeavor to resolve the situation.

This procedure **MUST** be completed to step iii) before the assignment is submitted for grading. Where there are still unresolved difficulties, step iv) will be implemented.

- iv) students will complete a 'Peer Assessment' form available from the appropriate paper administrator (which must be submitted to the tutor or paper administrator before any grades are released).

Paper administrators reserve the right to require all students to complete peer assessment forms at any time during and/or after submission of an assessed group project. Should there be differences in the peer assessment forms, the student(s) will be required to either submit in writing to, or meet with a group comprised of their paper administrator and lecturer(s) and others (as deemed appropriate) to provide an explanation for the discrepancy. A differential allocation of grade may result from this process.

UNIVERSITY OF OTAGO
Policy for Special Consideration in Final Exams

****** All applications for special consideration must be dealt with through the examinations office not the department ******

The Special Consideration provisions apply only to final examinations and only where it is clearly documented that a candidate has been prevented from taking an examination through illness or other exceptional circumstances beyond his or her control; or has been seriously impaired by illness or other exceptional circumstances beyond his or her control at the time of, or in the 14 day period immediately prior to the examination itself. Where students have been affected by illness or other exceptional circumstances during the teaching period, they are expected to have informed Heads of Departments directly at the time (not individual lecturers or tutors).

Process

You need to make an application through your eVision student portal. For further information please see <https://www.otago.ac.nz/study/exams/otago062916.html>

No special arrangements can be made for candidates who fail to attend examinations at the correct time.

Deadline:

Five calendar days from the date of the last examination for which you are making an application for Special Consideration.

Please Note:

Applications cannot be accepted without supporting documentation such as a medical certificate.

Absences

1. A student may be offered an aegrotat pass providing:
 - (a) their grade for internal assessment is C+ or better and
 - (b) the internal grade they have achieved has contained a significant element of individual work as opposed to group assignments (25% of the total grade for the paper).
2. All other cases will be offered a special examination.
3. In some cases that qualify for an aegrotat, it may be relevant to offer the student the choice of an aegrotat or a special examination. For example aegrotats at any stage of the course can have a detrimental effect on a student's ability to qualify for scholarships.
4. Special examinations for Semester One 2019 will be held on (date to be arranged), in the week prior to Semester Two commencement.

Special examinations for Semester Two 2019 will be held on (date to be arranged), two weeks after cessation of official examination period.

Impaired Performance

1. If the student has no internal assessment there will be no adjustment to the exam mark and only an optional special will be offered.
2. If the student has internal assessment the examination mark may be adjusted by taking account of the discrepancy between the examination and internal marks, with particular attention to individual work for the student in comparison to that for the whole class.
3. In all other circumstances the student will be offered the choice of accepting this mark or sitting a special examination.
4. Once a student accepts to take a special examination the original examination mark is nullified and the result of the special examination replaces the original mark, even if it is lower. Any absence or impairment for the special examination must be covered using the same regulations as apply for normal university examinations.