

Implementation plan Finished

Study unit	Tourism Marketing (A9182), 5.0
Implementation	CCA1622: 2/2016-2017 (24.04.2017 - 31.08.2017)
Type	TOURISM SERVICE DEVELOPER (A817)
Groups	Primary: CCA16SY Others :
Involved in the project	
Lecturers	
Number of participants	Minimum: Maximum:
Enrolment period	28.11.2016 08:00 - 09.12.2016
Main timing for implementation	According to student's own schedule
Applicability	For exchange students: No For elective studies: Yes Open UAS student: No Suitable for virtual UAS: Yes
Teachers	Fred Minna (Teacher in charge)
Campus	Laurea Leppävaara
Main location for implementation	Virtually
Implementation method	Optima realization/student group, Project/venture/R&D, Web/virtual Language: English Virtuality: 5 cr Integration of R&D: 5 cr
Implementation class	LbD based on local project or development task
Focus areas	Service business
Evaluation at the latest	30.09.2017 Storing of graded material ends.: 31.08.2018
Exam days	
Having completed the study unit the student is able to	The student is able to: • analyze the marketing environment of the tourism sector • plan and design experiential marketing strategies • apply co-marketing in a digital environment with partners
Previous studies	
Previous studies, more information	Discovering tourism or other tourism studies recommended.Suitable for Hospitality Management exchange students.
Contents	• marketing and sales strategies in tourism • marketing planning in tourism • markets and networks • marketing mix in tourism (services, pricing, distribution channels, marketing communication) • e-marketing
Study material	For example:Pike, S. 2008.Destination marketing: an integrated marketing communication approach. Oxford: Buittenworth-Heinemann.Koza, M., Gnoth, J., Andreu, L.L.A. (Eds.) 2010. Advances in tourism destination marketing: managing networks.Dasgupta, D. 2011. Tourism marketing. Dorling Kinsey: India. Tsiotso, R. T. & Goldsmith, R. E. 2012. Strategic Marketing in Tourism Services. Emerald Group Publishing Limited:UK. ARTICLES Woodside, A. G. 2010. <u>Tourism advertising and marketing performance metrics</u>. Advances in Culture, Tourism and Hospitality Research 09/2010;4. Pages 1-14. Soteriades, M. 2012. <u>Tourism Destination Marketing: Approaches Improving Effectiveness and Efficiency</u>. Journal of Hospitality and Tourism, Technology, 2012, vol:3, iss:2

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	Molina, A., Gómez, M. and Martín-Consuegra, D. 2010. <u>Tourism marketing information and destination image management</u>. African Journal of Business Management Vol. 4(5), pp. 722-728, May 2010 OTHER MATERIAL Basu, A. 2010. Tourism Marketing. URL: http://www.slideshare.net/Arijitbasu/tourism-marketing-2850672. Published 1.7.2010. Visited 29.1.2016 Dougherty, T. 2016. Destination and Tourism Market Study. URL: http://www.stealingshare.com/pages/destination-and-tourism-market-study/. Visited: 29.1.2016. Johnson, K. 2016. What is Tourism Marketing. URL: http://smallbusiness.chron.com/tourism-marketing-56473.html. Visited 29.1.2016. Mulvey, J. 2015. 5 New Tactics for Your 2016 Tourism Marketing strategy. URL: http://blog.hootsuite.com/5-tactics-tourism-marketing-strategy/. Published 8.9.2015. Visited 29.1.2016. ReportLinker. 2016. Tourism Marketing Reports. URL: http://www.reportlinker.com/report/best/keywords/Tourism?utm_source=adwords1&utm_medium=medium. Visited 29.1.2016 UNWTO. 2016. Tourism Market Trends UNWTO. URL: http://mkt.unwto.org/. Visited 29.1.2016.
Tutoring and communication	Lectures, Eliademy
Evaluation criteria and methods	• Marketing project 50 % • Theoretical assignments 40 % • Participation (i.e. discussions on forum as well as dynamic group work in contact hours) 10 % LAUREA 010409 COMPETENCE EVALUATION BACHELOR'S DEGREE INITIAL STAGE STUDENTS GRADUATION STAGE STUDENTS EXCELLENT grade 5 Students are able to: • Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks. • Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are

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	• mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations. GOOD grade 3 Students are able to: • Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.. • Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks. SATISFACTORY, grade 1 Students are able to: • Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical principles. • Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act in customer-oriented ways and according to the situation, and understand customer needs. • Work in a group in line with objectives.
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	• Act and justify their activities in accordance with ethical principles. LAUREA'S COMPETENCES, www.ncp.fi/ects • Evaluated from the portfolio in accordance with Laurea's generic competence target/s related to each study unit • Laurea's competences, minimum personal competence level of every generic competence • Generic competences defined for a Bachelor's degree. EQF, Level 6, Bachelor • <i>Evaluation of the competence produced by the Degree will not take place until the graduation stage</i> • Knowledge (cognitive competence). In the EQF, knowledge can be theoretical and/or factual. Students have advanced skills in the field of work or study, which include a critical understanding of theories and principles. • Skills (functional competence). In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). Advanced skills, which indicate comprehension of matters and innovation skills and which are required in the specialised field of work or study for solving complex or unanticipated problems. • Competence. In the EQF, competence is described in terms of responsibility and autonomy. Management of complex technical or professional operations or projects, assuming responsibility in decision-making in unanticipated work or study environments. Assuming responsibility for the management of professional development of individual persons and groups.
Project (name)	TBA
Other arrangements	Our first and only contact session is already on Monday 24.4.2017 at 15.15-17.45 in Leppävaara class room 182. Then we will have a guest lecture by Tommi Lehtonen, CEO of Villada Oy. Otherwise the study unit will be held virtually.