MODULE DESCRIPTION

Module Title	Strategic Marketing in the Hospitality and Tourism Industry				
Module Code	HTL - 474				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 4/Semester 7				
Instructor's Name	**TBA**				
ECTS	6	**Lectures/week**	3 academic hours	**Laboratories/week**	N/A
Module Overview	**Aim:** This module provides an understanding of the role of marketing within the hospitality and tourism industry. It focuses on marketing strategies as these are being implemented in hospitality and tourism service organisations. The module presents the application of specific marketing strategies, such as experiential marketing, branding, target marketing, relationship marketing and e-marketing in tourism. The focus is on achieving a competitive advantage in a dynamic global market. **Objectives:** ▪ Students will understand the core marketing concepts of internal marketing, target marketing, socially responsible marketing, and relationship marketing in a local, global and intercultural environment. ▪ Students will understand the core concepts of marketing strategy including the marketing plan, corporate culture, the value chain, generic growth strategies, SWOT analysis, Porter's three generic strategies, and the mission statement at local, global, international, and intercultural levels. ▪ Students will understand core concepts of market research and environmental scanning including the macro environment, the market research process, market demand, and market forecasting at local, global, international, and intercultural levels. ▪ Students will understand the core concepts of target marketing strategy including market segmentation and positioning in a local, global and intercultural environment. ▪ Students will understand services marketing strategy including the differences between product and services marketing, the five-gap model of customer services, and developing brand strategies for services in a local, global and intercultural environment. ▪ Students will understand the core marketing concepts of customer expectations, customer value, customer satisfaction, and customer loyalty in a local, global and intercultural environment. Students will develop their communication skills.				

Learning Outcomes	Upon successful completion of the module, students should be able to: ▪ Students will evaluate the target marketing strategy of a well-known hospitality firm by accepting shared responsibility for solving local, global, international, and intercultural problems (Global Engagement). ▪ Students will identify marketing strategies for competitive advantage. ▪ Students will be able to demonstrate an understanding of the interrelated macro environment components influencing a global company (Global Awareness). ▪ Students will be able to understand and analyse the different components of market segments in local, global, international, and intercultural environments (Global Perspective). ▪ Students will differentiate services marketing from product marketing. ▪ Students will explain the role of customer expectations in customer satisfaction and retention. ▪ Students will be able to conduct a multi-perspective analysis of service marketing (Global Perspective). ▪ Students will demonstrate the ability to effectively communicate. ▪ Students will be able to discuss prevailing world conditions associated with marketing at local, global, international, and intercultural levels (Global Awareness). ▪ Students will understand local, global, international, and intercultural issues associated with internal marketing and demonstrate a willingness to address them by taking action within the context of their own lives (Global Engagement).
Prerequisites	N/A
Module Content	▪ Introduction to Strategic Marketing in hospitality and tourism ▪ Target Marketing ▪ Destination Branding Development: Linking Supply-Side and Demand-Side Perspectives ▪ Destination brand equity modelling and measurement; a summer tourism case from Sweden ▪ Relationship Marketing ▪ Customer value in tourism services: meaning and role for a relationship marketing approach ▪ Identifying the major determinants of loyalty in hospitality and tourism ▪ Experiential marketing ▪ Tourist experience development: designed attributes, perceived experiences and customer value ▪ The Service-dominant logic approach to tourism marketing strategy ▪ E-Marketing ▪ Information and communication technologies in tourism: a comparison for travel agents, hotels and restaurants ▪ Exploring the potential of travel reviews: implications for strategy formulation and implementation

Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples, discussions
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter
Bibliography	Required	▪ Tsiotsou, R., H., 2013. *Strategic Marketing in Tourism Services*, Emerald Group Publishing Limited.
	Recommended	▪ McCabe, S., 2017. *Marketing Communications in Tourism and Hospitality: Concepts, Strategies and Cases 1st Edition*, Routledge. ▪ Pechlaner, H., Innerhofer, E., 2016. *Competence-Based Innovation in Hospitality and Tourism 1st Edition*, Routledge.
Language of Instruction	English	
Assessment	The assessment of students is made up of two components: ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) The 40 marks of the continuous assessment are allocated as follows: ▪ the midterm exam (20 marks), ▪ attendance (5 marks), ▪ 2 assignments / projects (15 marks) The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam. Continuous Assessment + Final Exam = 100 marks 40 marks + 60 marks = 100 marks **THE PASSING MARK FOR EACH MODULE IS 50/100**	

Mark's Description	**MARK RANGE**	**GENERAL CHARACTERISTICS**
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct

		arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.