SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Hospitality Management
Course Number and Title:	RRM 350 Hospitality Marketing
Division:	Upper
Faculty Name:	Simon Hudson
Semester Credit Hours:	3

Prerequisites: The standard prerequisite as listed in the CSU course catalog – one (1) lower division introductory Hospitality Industry course – has been waived by the instructor.

COURSE DESCRIPTION

This course will include complete coverage of essential marketing concepts and how they apply to the hospitality industry. Marketing theory will be supported by well-integrated international case studies to illuminate the practical realities of marketing in the hospitality sector, focusing on the need to create a flexible, adaptive approach to marketing products and services around the world. During the course, students will develop a comprehensive marketing plan for an international hospitality operation, which will include conducting a situation analysis, segmenting and targeting consumers, market positioning, and implementing tactics and action plans. Students will also study contemporary issues that impact hospitality marketing, such as the growing influence of technology on the industry, the need for multicultural research, the globalization of brands, and the importance of marketing ethics. Students will analyze the application of all these marketing concepts via research projects, case studies and readings pertaining to the countries visited on this voyage.

LEARNING OBJECTIVES

- Apply the marketing concept and principles to the service sector in general and the hospitality area specifically, with a focus on the Semester at Sea itinerary
- Demonstrate a thorough understanding of generic service industry attributes and specific hospitality characteristics which require particular forms of marketing response
- Analyze, plan, implement, control, and evaluate marketing strategies which will foster the attainment of hospitality objectives
- Adopt an innovative, future-oriented, outward-looking attitude to the development of integrated and comprehensive hospitality marketing plans
- Acquire viewpoints from marketing professionals on their roles and operational problems and opportunities

REQUIRED TEXTBOOKS

AUTHOR: Hudson, S. & Hudson, L.J.
TITLE: Marketing for Tourism, Hospitality, and Events
PUBLISHER: Sage, London
ISBN #: 9781473926646
DATE/EDITION: 2017/1st Edition

REQUIRED READINGS

The following readings will be placed in an electronic course folder housed on the ship's Intranet:

Country	Readings
All	World Travel & Tourism Council reports for each country we are visiting
Poland	Awedyk, M., & Niezgoda, A. (2015) New opportunities for future tourism after 25 years of political and socioeconomic transformation – foresight in Poland's tourism planning. *Journal of Tourism Futures*, 2(2), 137-154.
Portugal	Montenegro et al. (2014) The image of Portugal as a tourist destination – an international perspective. *Worldwide Hospitality and Tourism Themes*, 6(5), 397-412. Bendeich, M. (2017) Cristiano Ronaldo invests in Portuguese hotel chain in a bid to go global. *Independent*, 4 December. Foster, H. (2016) Great match! *Ventures*, Autumn/Winter, 34. https://issuu.com/rciventures/docs/autumn-winter_2016_complete
Spain	Hudson, S. (2017) Case Study: The Lopesan Group, Gran Canaria, Spain
Croatia	Hudson, S. (2018) Croatia's 'Full of Life' marketing campaign.
Morocco	Yasin et al. (2011) An assessment of the competitiveness of the Moroccan tourism industry: Benchmarking implications. *Benchmarking: An International Journal*, 18(1), 6-22.
Ghana	IFC (2016) A hotel is not just a place to sleep. The impact of IFC investments in Ghana Marriott Hotels (2018) Marriott Hotels Debuts in West Africa
Brazil	Mariutti et al. (2013) The image of Brazil as a tourism destination. *International Journal of Business Administration*, 4(1), 13-21.
Trinidad and Tobago	Responsibletravel.com (2018) Culture and music in Tobago.
Ecuador	Self, D. (2010) Marketing tourism in the Galapagos Islands: ecotourism or greenwashing? *International Business & Economics Research Journal*, 9(6), 111-126.

Costa Rica	Reed, M.M., & Palich, L. (2017) Hotel Belmar: analytical review of the challenges facing an eco-hotel in Costa Rica. *Case Studies in the Environment*, 1(1), 1-7.

TOPICAL OUTLINE OF COURSE

Depart Amsterdam — September 9

A1—September 11: Introduction to course: content & assessment
Readings: Chapter 1

A2—September 13: Today's marketing environment: a focus on Poland
Readings: Chapter 1

Gdansk, Poland — September 15-20

A3—September 21: Understanding today's consumer
Readings: Chapter 2

A4—September 23: Consumer trends influencing the tourism and hospitality sector
Readings: Chapter 2

A5—September 25: The marketing plan – segmentation and targeting: a focus on Portugal and Spain
Readings: Chapter 4 and the Pestana case study from Chapter 10

Lisbon, Portugal — September 26-28

September 26: Field Class

Cadiz, Spain — September 29 – October 1

A6—October 3: The marketing plan – segmentation and targeting: reflections on Portugal and Spain
Readings: Chapter 4

A7—October 5: The hospitality product: a focus on Croatia
Readings: Chapter 5
Field class papers due by 15.40

Dubrovnik, Croatia — October 6-10

A8—October 12: The hospitality product: reflections on Croatia
Readings: Chapter 5

A9—October 14: Pricing: a focus on Morocco

Readings: Chapter 6

Casablanca, Morocco — October 15-20

A10—October 22: Pricing: reflections on Morocco
Readings: Chapter 6

A11—October 25: Recap on first half of course – preparation for mid-term
Readings: Chapters 1,2,4,5 & 6

A12—October 27: Mid-term exam

Tema, Ghana — October 28-30
Takoradi, Ghana — October 31 – November 1

A13—November 3: Reflections on Ghana – feedback on mid-term

A14—November 6: Distribution
Readings: Chapter 7

A15—November 8: The Role of advertising and sales promotions: a focus on Brazil
Readings: Chapter 8

Salvador, Brazil — November 10-15

A16—November 16: The role of advertising and sales promotions: reflections on Brazil
Readings: Chapter 8

A17—November 18: Digital Marketing
Readings: Chapter 3

A18—November 20: Public relations and personal selling
Readings: Chapter 9

A19—November 23: Customer service: a focus on Trinidad and Tobago
Readings: Chapter 10

Port of Spain, Trinidad and Tobago — November 24

A20—November 26: Customer service: reflections on Trinidad and Tobago
Readings: Chapter 10

A21—November 28: Marketing research
Readings: Chapter 11

A22—December 1: Marketing ethics and sustainable tourism: a focus on Ecuador

Guayaquil, Ecuador — December 2-7

A23—December 9: Marketing ethics and sustainable tourism: a focus on Costa Rica
Readings: Chapter 12

Puntarenas, Costa Rica — December 11-15

A24—December 16: Group presentations of marketing plans

A25—December 19: Group presentations of marketing plans

Arrive San Diego, California — December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

The field class for this course is on Thursday, 26 September 2019 in Lisbon.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class & Assignment: Gastronomy and hospitality Lisbon style!

The field class will begin with a visit to the Universidade Europeia, where we will take a tour, meet with faculty and hospitality students, and then work with those students on a gastronomy project that involves creating a lunch - 1000 ways of cooking codfish. After lunch we will visit the **Cristiano Ronaldo Hotel** and also the **Pousada de Lisboa**, one of the most famous pousadas in Portugal, where you can visit the room of Salazar, the Portuguese Monarch. Both hotels are located in Praça do Comércio and belong to the Pestana hotel chain. As well as appreciating Portuguese culture, students will learn from the Marketing Director about Pestana's marketing strategies and how the hotel differentiates itself from the competition. For example, Portuguese soccer star Cristiano Ronaldo recently teamed up with Pestana in a joint venture to help open new markets in Asia and reinforce the group's expansion into Spain and the United States. The idea of the field class is to explore the different ways that hospitality is taught and promoted in Portugal. Upon completion of this field class, you will write an individual reflection paper of 1,000 words, describing what you have learned and how it pertains to hospitality marketing. Ensure you refer to specific assigned readings for this field class. **Reflection papers are due at 15.40pm on A7—October 5.**

Independent Field Assignments

Chapter 10 of the book is dedicated to customer service, but to really understand the psychology of customer service, students will need to observe it in the real world. So you will visit **two businesses in two different countries** and observe customer service in action. Examples of places to visit could be a hotel, restaurant, café, museum, a guided city tour, or a theme park. Take with you the *Fifteen customer service techniques for delivering great service at the moment of truth*. You then have to write an analytical essay based on the observations in your diary. This essay will focus on those 15 techniques, and offer suggestions for improvement. Sit at a strategic table/location (one where you can observe the employees). Watch the behavior of these people. How good is each, based on things you consider to be good customer service practices? You should be as subtle and unobtrusive about this exercise as possible.

METHODS OF EVALUATION

1. Field class (see above)	20%
2. Customer service field work (see above)	20%
3. Mid-term	20%
4. Group presentations	30%
5. Participation	10%
	100%

Field Class (20%): Gastronomy and hospitality Lisbon style! (outlined above)
Upon completion of the field class, you will write an individual reflection paper of 1,000 words, describing what you have learned and how it pertains to hospitality marketing. Ensure you refer to specific assigned readings for this field class. **Reflection papers are due at 15.40pm on A7—October 5.**

Other Field Work (20%) (outlined above)
Chapter 10 of the book is dedicated to customer service, but to really understand the psychology of customer service, students will need to observe it in the real world. So you will visit **two businesses in two different countries** and observe customer service in action. Examples of places to visit could be a hotel, restaurant, café, museum, a guided city tour, or a theme park. Take with you the *Fifteen customer service techniques for delivering great service at the moment of truth*. You then have to write an analytical essay based on the observations in your diary. This essay will focus on those 15 techniques, and offer suggestions for improvement. Sit at a strategic table/location (one where you can observe the employees). Watch the behavior of these people. How good is each, based on things you consider to be good customer service practices? You should be as subtle and unobtrusive about this exercise as possible.

So your final report will be in two parts:

1) **The diary itself.** This should have two entries starting with the type of business your visited, the data and time, and your observations following the outline below.

Diary outline for each observation

1. Did you notice employees using any of the 15 customer service techniques? What techniques do they lack? Describe what you observe.
2. Have you noticed one person who is doing his or her job especially well? What is it about that person that makes him or her so effective?
3. Have you noticed one person who is not doing his or her job very well? What made you conclude this?
4. Think about the servicescape. Does the location have any positive "atmospheres" that helps customers feel good about their experience? Any negative ones?

2) **An analytical essay based on the observations in your diaries and from your interview. This essay should be approximately 1000 words** and should summarize your observations. For example, were there any similarities or vast differences in customer service at the locations you visited? What recommendations would you make for improving customer service at these locations?

Mid-term (20%)

A **mid-term closed-book exam** will be set in class on A12. This will be based on the first half of the book – the theory and the case studies (excluding Chapter 3). The test will be short-answer questions.

Group Presentations (30%)

Groups of three/four students are to develop a **marketing plan for a hospitality organization that is planning to move into one of the countries on our itinerary.** More details will be given in class. Grading will be split between the written component (75%) and a presentation (25%). You will present your findings on the last two days of class. The written part should be in report style and be between 3,000 and 5,000 words, excluding appendices and references. The presentations should be about 15 minutes long followed by questions. All team members should contribute. Hand-in date for the group report is the beginning of class on A25.

Participation (10%)

We will discuss the readings in the text and case studies in each class, so come prepared. We will also spend time reflecting on our port visits and how these observations pertain to hospitality marketing. You are encouraged to ask questions during class over things you feel need clarification, or to make comments based on your own experiences. Any contributions you wish to make during class are encouraged. You are expected to actively participate in class by asking questions and sharing personal experiences. Class participation is expected (it is part of your grade). Perfect attendance and continual engagement will earn you a participation grade of 100%. Conversely, you will lose 5 points each time you miss class, are tardy, or are grossly unprepared.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on

Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

Excellent	Good	Satisfactory/Poor	Failing
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

As listed above

ADDITIONAL RESOURCES

None