



WARNER COLLEGE OF
Natural Resources



Colorado State University

NRRT 671

STRATEGIC MANAGEMENT FOR TRAVEL AND TOURISM

INSTRUCTOR INFORMATION

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TECHNICAL SUPPORT

Need technical assistance with your online course? Try the following:

- Visit the [Canvas Student Resources](#) for guides and videos.
- Visit [Central I.T. Technical Support Helpdesk](#) for technical support.
- Call 970-491-7276.
- Email [Help Desk Support](#).

COURSE DESCRIPTION

NRRT671, Strategic Management for Travel and Tourism focuses on enhancing student's understanding of the concepts underlying the strategic management of a travel and tourism business. The first section of the course introduces the strategic process as well as the conducting of an internal analysis of factors within the travel and tourism organization. The second section discusses the external analysis of the organization, with a specific focus on both the macro-context and micro-context (i.e., the competitive environment) of the external environment the organization exists in. Combination of these two sections results in the development of an analysis of the strengths, weaknesses, opportunities, and threats related to the organization. Section three examines strategic choice and strategy implementation for a travel and tourism organization. This includes discussions of competitive strategy and direction, methods of development for travel and tourism, evaluation, selection, and implementation of strategic choices. The section also addresses international and global strategies for travel and tourism organizations.

COURSE OBJECTIVES

By taking this course, you will be able to...

- Describe the strategic process as it applies to travel and tourism organizations and the industry.
- Articulate the fundamental components of an internal analysis of a travel and tourism organization.
- Present the role and application of conducting an internal analysis of the travel and tourism organization.

- List the fundamental components of an external analysis of a travel and tourism organization.
- Explain the role and application of conducting an external analysis of a travel and tourism organization.
- Apply the internal and external analyses to the development of an analysis of the strengths, weaknesses, opportunities, and threats of the organization (SWOT analysis).
- State development, evaluation, and selection of strategic choices for a travel and tourism organization.
- Explain the process of strategy implementation for a travel and tourism organization.
- Recognize the nature of the internationalization and globalization of the tourism industry.

REQUIRED TEXT

Evans, N., Stonehouse, G., & Campbell, D. (2003). *Strategic management for travel and tourism*. Boston: Elsevier.

OR

Evans, N., Stonehouse, G., & Campbell, D. (2012). *Strategic management for travel and tourism*. Taylor & Francis.

NOTE: These two books are exactly the same. Both are referred to as ECS in this course.

ADDITIONAL READING MATERIALS IN EACH MODULE

Please note that, although these are additional reading materials, you are very likely to encounter related questions in weekly competency tests. Thus, it is critical that you read each article carefully before starting tests.

All additional reading articles are available at E-Reserve (<http://lib.colostate.edu/reserve>).

Module 1

- Evans, N., Campbell, D., & Stonehouse, G. (2003) *Strategic Management for Travel and Tourism*. Boston: Elsevier. Chapter 2.
- Porter, M. E. (1996). What is strategy? *Harvard Business Review*, November-December, 61-78.
- Yilmaz, Y., & Bititci, U. S. (2006). Performance measurement in tourism: a value chain model. *International Journal of Contemporary Hospitality Management*, 18(4), 341-349.

Module 2

- Berry, L. L., & Lampo, S. S. (2004). Branding Labour-Intensive Services. *Business Strategy Review*, 15(1), 18-25.
- Charan, R., Barton, D., & Carey, D. (2015). People before strategy: A new role for the CHRO. *Harvard Business Review*, July-August, 63-71.

Module 3

- Ittner, C. D., & Larcker, D. F. (2003). Coming up short on nonfinancial performance measurement. *Harvard business review*, 81(11), 88-95.
- Kaplan, R. S., & Norton, D. P. (2005). The Balanced Scorecard: Measures That Drive Performance. *Harvard Business Review*, 83(7/8), 172-180.

Module 4

- Porter, M. E. (2008). The five competitive forces that shape strategy. *Harvard business review*, 86(1), 25-40.

Module 5

- Tourism, Travel & Hospitality Environmental Scan 2014
- Reeves, M., Love, C., & Tillmanns, P. (2012). Your strategy needs a strategy. *Harvard Business Review*, 90(9), 76-83.
- Yu, L., & Huimin, G. (2005). Hotel reform in China a SWOT analysis. *Cornell Hotel and Restaurant Administration Quarterly*, 46(2), 153-169.

Module 6

- Buhalis, D. (2000). Marketing the competitive destination of the future. *Tourism management*, 21(1), 97-116.
- Kim, W. C., & Mauborgne, R. (2015). Red Ocean Traps. *Harvard Business Review*, 93(3), 68-73.

Module 7

- Landel, M. (2015). How we did it...SODEXO's CEO on smart diversification. *Harvard Business Review*, 93 (3), 41-44.

Module 8

- Sull, D., Homkes, R., & Sull, C. (2015). Why Strategy Execution Unravels—and What to Do about It. *Harvard Business Review*, 93(3), 58-66.

GRADING

Assignments	Points	Percent
Case Analysis Section Assignment (Team-based , 2 @ 50 points each)	100	33%
Competency Tests (Individual-based, 8 @ 10 points each)	80	27%
Topic Discussion (Individual-based , 8 @ 15 points each)	120	40%
Total	300	100.00%

GRADE SCALE

A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 – 83%
C	70 - 80%

D	60 - 70%
F	60% and below

ASSIGNMENT DESCRIPTION

CASE ANALYSIS SECTION ASSIGNMENT

These assignments are team-based. Teams are randomly assigned at the beginning of semester. You can find out your team information on the course site.

Broadly speaking, this course can be separated into three sections namely, Internal analysis (Week 1-3), External analysis (Week 4-5), and Strategic Choice and Implementation (Week 6-8). Throughout the semester, each team will complete two case analysis assignments. Specific cases and additional materials will be assigned.

One particular design of this assignment is that teams will do a case-swap in the second case analysis assignment. This setup is common in workplace where departmental collaboration is encouraged. This setup provides an opportunity for you to develop such competencies in this regard and helps you to broaden your understanding of the external environment for tourism and hospitality business.

Detailed instructions will be provided when cases are assigned. Each case analysis section assignment is worth 50 points and requires the application of concepts covered in the text where appropriate. Each case analysis should be 3-5 pages long, typed, double-spaced, using WORD, and submitted through the course site by 5:00 pm on the due date (see Course Schedule for *Due Dates*).

A portion of the grade on these reviews will depend on the quality of the writing (5 points out of 50 points) – so be sure to proofread for errors in grammar and spelling prior to submitting the assignment. The purpose of these case study assignments is to offer an opportunity for you to demonstrate synthesis and application of materials presented in the class. Make sure you reference and cite reading and lecture materials.

WEEKLY COMPETENCY TESTS

These tests are individual-based.

Students will complete a test via the course site at the end of each week (see Course Schedule for *Due Dates*). Each competency test is worth 10 points, which includes one or two questions regarding the materials delivered that week, such as textbook chapters and additional reading.

These are all essay questions randomly assigned from a question pool in each module by the course site. In other words, your assigned question is random, it can be related to a concept in the textbook, an application question, or a question related to a certain article in that module. You only have one attempt at this and there is a time limit of 60 minutes, so make sure you read all materials before you start the test.

INDIVIDUAL-BASED TOPIC DISCUSSION

This assignment is individual-based.

Given the emphasis of strategic management of existing travel and tourism organizations, each student is required to choose a topic organization at the beginning of the semester from the list provided below. These organizations represent various aspects of the travel and tourism business and students are encouraged to choose the business that is related to their personal interests. Students are required to use the chosen topic organization to complete all of their individual topic discussion posts throughout the semester. If students would rather study organizations that are not on the provided list, they need to get the instructor’s approval in the first week of semester.

TOPIC ORGANIZATION LIST

1. Airbnb	https://www.airbnb.com/
2. Southwest Airlines	https://www.southwest.com/
3. TripAdvisor	http://www.tripadvisor.com/
4. Expedia Travel	http://www.expedia.com/
5. Priceline	http://www.priceline.com/
6. Kimpton Hotels (You can also choose an individual hotel under Kimpton, such as Hotel Monaco, Denver)	https://www.kimptonhotels.com/
7. Vail Mountain Resort	http://www.vail.com/
8. Any national park in the U.S. such as Rocky Mountain National Park	http://rockymountainnationalpark.com/
9. The Ritz-Carlton Hotels	http://www.ritzcarlton.com/en/Default.htm
10. Any CVB or DMO in the U.S. such as visitphilly.com	Convention & Visitors Bureau Destination Marketing Organization
11. Natural Habitat Adventures	http://www.nathab.com/
12. REI	http://www.rei.com/
13. Any Cruise lines such as Disney Cruises	http://disneycruise.disney.go.com/
14. Any airport such as DIA (Denver International Airport)	http://www.flydenver.com/

In each of the weekly discussion, you are required to apply what you have learnt from the weekly lectures to analyze your topic organization and post your discussion by the end of week through discussion links under each module by 5:00 pm, Saturday. Each analysis should be about 300 – 500 words. Also by Sunday 5pm, post at least 2 comments about 2 or more of the posts by students who are *in the same team*. Each of the comment should be about 100 – 200 words. You will receive up to 10 points for your own posted answer and up to 5 points for your comments about 2 other posts. Please complete your weekly post in a prompt manner, so your teammates will have sufficient time to comment on your post.

For the last analysis at the end of the eighth module, you only need to prepare an **Executive Summary** of your topic organization (no analysis or comments on other posts necessary). In this Executive Summary, you are expected to reflect what you have learned throughout the semester, synthesize your previous analysis

on this topic organization, present an SWOT analysis, offer strategic choices and a tentative implementation plan. This last Executive Summary post should be about 500 – 700 words. This Executive Summary is due on 5pm, Sunday (see Course Schedule for Due Dates). A portion of the grade (2 points out of 15 points in each weekly discussion) will depend on the quality of the writing – so be sure to proofread for errors in grammar and spelling prior to submitting the assignment.

TEAMS AND PEER EVALUATION

Students are required to form teams to complete many assignments in this class. Thus, students will be randomly assigned to a group of 4-5 students at the beginning of the semester. Your fellow teammates will be completing peer evaluation forms (see Appendix 1) at the end of the semester. If it is apparent that you have abandoned your responsibilities to the team, your grade will be significantly lowered (as much as 50 percent off your team-based assignment score). I strongly recommend that you exchange contact information (phone numbers, emails, etc.) with your teammates. I do not take responsibility for your intra-team communications.

This peer evaluation form is due at the final week (see Course Schedule for Due Dates).

LATE SUBMISSION AND MAKE UP POLICY

Students are required to submit all assignments (discussion posts, comments, weekly tests, etc.) on time. All late submissions will receive 20 percent deduction of the earned submission grades. Students are strongly encouraged to communicate with the instructor about any circumstances that may affect their submission time in advance.

ACADEMIC INTEGRITY POLICY

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog, the [Graduate and Professional Bulletin](#), and the [Student Conduct Code](#).

Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's

work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.

- Falsification—includes any untruth, either verbal or written, in one’s academic work.
- Facilitation—includes knowingly assisting another to commit an act of academic misconduct.
- Academic integrity is conceptualized as doing and taking credit for one’s own work. Violations of the university’s academic integrity standards include, but are not limited to:

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

CSU HONOR PLEDGE

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *While you will not be required to affirm the honor pledge, you will be asked to affirm the following statement at the start of your exams:*

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU’s [Practicing Academic Integrity](#).

UNIVERSAL DESIGN FOR LEARNING

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from [Resources for Disabled Students](#) may be required before any accommodation is provided.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

- Problems with opening PDFs?
 - Download [Adobe Reader](#).
- RamCT Blackboard acting funny?

- Download the correct version of [Java](#) for RamCT Blackboard.
- YouTube videos not playing?
 - Download [Flash Player](#).
- Videos not opening or playing on your Mac?
 - Download [Windows Media Components for QuickTime](#).
- Can't open content created with Microsoft Office Products? Download the following viewers:
 - [Word Viewer](#)
 - [PowerPoint Viewer](#)
 - [Excel Viewer](#)
 - [Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint File Formats](#)
- Still having issues:
 - Call the **CSU Help Desk at 970-491-7276** or [Email Help Desk Support](#)

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- [Google Apps for CSU](#)—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- [Open Office](#)—an open source productivity suite

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- Space—Establish a comfortable and well-organized physical workplace.
- Time management skills—Set personal study and "classroom" time as you would do for a traditional course.
- Organization skills—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- Initiative—Seek help from your instructor and classmates, ask questions as they arise.

- Discipline—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.

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APPENDIX 1: PEER EVALUATION

Since much of the course work is team-based, I would like to see your peer reviews on your individual contribution. These forms are confidential, should be filled out individually in private, and the information in them is not to be shared with anyone else. Please send the filled form directly to my Email (lina.xiong@colostate.edu) by 5pm. 10/18. I won't give final grades to any of your group members until I receive your evaluation.

When you send the completed peer evaluation form to me, please indicate your last name and class section number in the file name. For example, xiong_eval_001.

Please allocate a grade (A, B, C, D) for each member of your team that reflects the member's contribution to the project (Do not assign grade to yourself).

Your name: _____ (Do not assign grade to yourself.)

Member Name _____ Grade _____

Please advise what you contributed to this project. Specifically what work did you perform/provide?

By signing below, I certify that I filled out this form as honestly and accurately as possible, and that the points assigned represent my best estimate of the relative contribution of each team member other than myself. An electronic signature is acceptable.

Signature: _____