

Syllabus

Course description

Course title	Best Practice
Course code	30149
Scientific sector	SECS-P/08
Degree	Tourism, Sport and Event Management
Semester and academic year	Summer Semester, 2018/2019
Year	2nd and 3rd
Credits	6
Modular	No

Total lecturing hours	36
Total lab hours	0
Total exercise hours	0
Attendance	Compulsory
Prerequisites	not foreseen
Course page	https://www.unibz.it/en/faculties/economics-management/bachelor-tourism-sport-event-management/course-offering/?academicYear=2018

Specific educational objectives	<p>The course refers to the educational activities chosen by the student.</p> <p>The course is for students of the Tourism-, Sport- and Event Management program who interested in contemporary "Best Practice" examples in destination development, marketing and management. Sound knowledge in Economics, Business Management, Destination Management, Marketing etc. is an advantage. Educational objectives are:</p> <ul style="list-style-type: none"> • to provide students with basic factual and methodological knowledge of modern strategy development and their implementation by state of the art management on the basis of market known best practice • to foster the process of capability and competence building to prepare students for real life destination management to stimulate teamwork and to build 'social competencies' to support and foster team work capabilities. <p>This course is based on a real project, the case of destination brand development of Lübecker Bucht located at the German Baltic Sea. The course participants will</p>
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	<p>take the role of a consultant team and first analyse from the outside perspective of consumers as well as the competitors the destination positioning, presentation and services. Then, the students will perform on-site field-work at the destination (located in the German Baltic Sea) during an excursion that will take place the week of 25th - 30th of May 2019. The “young consultants team” will experience the destination and work on developing a “destination brand concept” to take the position of “best of class” among Baltic Sea competitors. This concept will be presented to the destination management and stakeholders at the end of the on-site phase.</p> <p>On completion of Best Practice, students should be able to:</p> <ul style="list-style-type: none"> • identify best practice drivers and competences • analyse the impact of businesses on a region • apply strategic thinking in a business context • describe and understand what factors create best practice in business • understand, how to make strategic and tactical decisions in businesses • recognise and discuss both the economic and social issues related to best practice • become professionally current by investigating “real life” examples <p>prepare and present a concept in front of managers, stakeholders, policy makers and local press</p>
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Lecturer	Thomas Bausch, Thomas.Bausch@unibz.it , Office 3 1st floor, URSULINEN_UNIBZ Campus Bruneck-Brunico, https://www.unibz.it/en/faculties/economics-management/bachelor-tourism-sport-event-management/course-offering/person/112-thomas-bausch
Scientific sector of the lecturer	SECS-P/06
Teaching language	English
Office hours	https://www.unibz.it/en/timetable/?department=26&degree=12826&studyPlan=15307
List of topics covered	Best practice cases, international/regional/local analysis, business models, operations, outlook, consultancy work. The course follows a strategic and managerial orientation in combination with a “real-case” example, but it also explores operational aspects from a multi-disciplinary and socio-economic perspective
Teaching format	The course builds on four different, but complementing learning formats: - Seminar , providing students with a systematic view on best practice to selected

	<p>aspects of destination development, marketing and management</p> <ul style="list-style-type: none"> - Group work on best practice examples, the real case, integrating a holistic view on destinations, their environment, opportunities and threats - Real case Study trip to hands-on experience and learn about best practice examples - Group Presentation and Report on real case (including best practice examples) to apply skills learned and cases investigated
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<p>Learning outcomes</p>	<p><u>Knowledge and understanding</u> Knowledge and understanding of:</p> <ul style="list-style-type: none"> • of what comprises best practice in a regional and sectoral setting in industries and destinations • of the role and impact of best practice strategies on business management decisions and destination performance • of current best practice issues and topics in Tourism-, Sport-, and Eventmanagement <p><u>Applying knowledge and understanding</u> Ability to:</p> <ul style="list-style-type: none"> • apply basic theoretical and methodological knowledge to an actual real case • correctly use best practice management terms • understand what factors contribute to achieve best practice performance (best of class approach) • identify key issues that may contribute and/or create a basis for best practice <p><u>Making judgements</u> To be able to:</p> <ul style="list-style-type: none"> • identify and determine drivers of best practice • critically reflect and contextualise information on best practice • decide which data and information is relevant for best practice reporting <p><u>Communication skills</u> Ability to:</p> <ul style="list-style-type: none"> • structure and prepare scientific and technical documentation on best practice seminar topics • communicate with managers, stakeholders of best practice companies in a way that corresponds to professional standards • operate in a best practice team with different levels of knowledge, aptitudes and motivations
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	<ul style="list-style-type: none"> • taking the consumer perspective of pre defined target groups • prepare and present a final presentation and report, using appropriate and correct technical and scientific terminology <p><u>Learning skills</u></p> <p>Ability to learn:</p> <ul style="list-style-type: none"> • how discuss current best practice and real case issues from different perspectives • how to extend knowledge acquired during the course by reading and understanding subject related scientific and technical literature • how to think in alternatives in a consequential way <p>how to extend and complement basic knowledge and facts acquired through searching for additional insights from diverse scientific and non-scientific sources</p>
<p>Assessment</p>	<p>Three different modes are used to assess and value the contribution of students, each counting towards the final mark.</p> <ul style="list-style-type: none"> • Final presentation and related real case report 60 per cent (60 of 100) towards the final mark • peer assessment, counting for 15 per cent (15 of 100) of the final mark • final exam, counting for 25 per cent (25 of 100) of the final mark <p>Theory: assessed through a written exam with review questions at the end of the course (25%)</p> <p>Application: assessed through a written group project report and peer evaluation (75%)</p> <p><i>NOTE: project work and peer assessment are valid for the current academic year and cannot be carried over beyond that time-frame</i></p>
<p>Assessment language</p>	<p>English</p>
<p>Evaluation criteria and criteria for awarding marks</p>	<p>The final grade is the weighted average of the three parts of assessment</p> <p>Theory: assessed through a written exam with review questions at the end of the course (25%)</p> <p>Application: assessed through a written real case group project report (60%) and peer evaluation (15%)</p> <p>Relevant for assessment of theory:</p> <ul style="list-style-type: none"> • feasibility of the proposed solution, clarity of answers, argumentative logic and context, ability to evaluate and answer in a concise and precise way, mastery of language (also with respect to technical terms), critical analysis and discussion of the

	<p>underlying theory and practice</p> <p>Relevant for assessment of application:</p> <ul style="list-style-type: none"> • completeness of information, proper documentation of materials, use of scientific literature to underpin argumentation, use of actual/current issues to support the argumentative logic, creativity, critical thinking, team work and team management, quality of technical summary and professional presentation of results
Required readings	literature is depending on the organisations to be evaluated and will be distributed during classroom sessions
Supplementary readings	current articles and cases will be provided during class