

## Syllabus

### Course description

<b>Course title</b>	Best Practice NOT OFFERD 2025/2026
<b>Course code</b>	30149
<b>Scientific sector</b>	SECS-P/08
<b>Degree</b>	Tourism, Sport and Event Management
<b>Semester and academic year</b>	NOT OFFERD 2025/2026
<b>Year</b>	2 <sup>nd</sup> and 3 <sup>rd</sup> study year
<b>Credits</b>	6
<b>Modular</b>	No

<b>Total lecturing hours</b>	24
<b>Total lab hours</b>	-
<b>Total exercise hours</b>	24
<b>Attendance</b>	Strongly suggested, the 4 days field trip is compulsory.
<b>Prerequisites</b>	
<b>Course page</b>	

<b>Specific educational objectives</b>	<p>The course refers to the educational activities chosen by the student.</p> <p>The course is for students enrolled in the second and third study year of the study program Tourism, Sport and Event Management, 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.</p> <p>Educational objectives are:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p>This course is based on a real project, which will deal with experience and service design at the island of Rügen / Binz Baltic Sea. A real project means, that the students take the role of a consultant group while the project partner is a company or destination. The students first will do a desk research on the case and related best practices. Then during a 4 days field trip in the destination they will first analyse the on site situation, have stakeholder interviews and become familiar with the local situation</p>
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	<p>and problems. After, based on these results they will develop proposals how to resolve the given problem / innovate or improve the problem related services. These proposals will be presented to the case partner by the students themselves at the last day of the on-site stay.</p> <p>On completion of Best Practice, students should be able to:</p> <ul style="list-style-type: none"> <li>• identify best practice drivers and competences</li> <li>• analyse the impact of businesses on a region</li> <li>• apply strategic thinking in a business context</li> <li>• describe and understand what factors create best practice in business</li> <li>• understand, how to make strategic and tactical decisions in businesses</li> <li>• recognise and discuss both the economic and social issues related to best practice</li> <li>• become professionally current by investigating "real life" examples</li> </ul> <p>prepare and present a concept in front of managers, stakeholders, policy makers and local press</p>
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<b>Lecturer and Lecturing assistant</b>	
<b>Scientific sector of the lecturer</b>	SECS-P/08
<b>Teaching language</b>	English
<b>Office hours</b>	
<b>List of topics covered</b>	
<b>Teaching format</b>	

<b>Learning outcomes</b>	<p><b><u>Knowledge and understanding</u></b></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• of what comprises best practice in a regional and sectoral setting in industries and destinations</li> <li>• of the role and impact of best practice strategies on business management decisions and destination performance</li> <li>• of current best practice issues and topics in Tourism-, Sport-, and Eventmanagement</li> </ul> <p><b><u>Applying knowledge and understanding</u></b></p> <p>Ability to:</p> <ul style="list-style-type: none"> <li>• apply basic theoretical and methodological knowledge to an actual real case</li> <li>• correctly use best practice management terms</li> <li>• understand what factors contribute to achieve best practice performance (best of class approach)</li> </ul>
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	<ul style="list-style-type: none"> <li>identify key issues that may contribute and/or create a basis for best practice</li> </ul> <p><b><u>Making judgements</u></b></p> <p>To be able to:</p> <ul style="list-style-type: none"> <li>identify and determine drivers of best practice</li> <li>critically reflect and contextualise information on best practice</li> <li>decide which data and information is relevant for best practice reporting</li> </ul> <p><b><u>Communication skills</u></b></p> <p>Ability to:</p> <ul style="list-style-type: none"> <li>structure and prepare scientific and technical documentation on best practice seminar topics</li> <li>communicate with managers, stakeholders of best practice companies in a way that corresponds to professional standards</li> <li>operate in a best practice team with different levels of knowledge, aptitudes and motivations</li> <li>taking the consumer perspective of pre defined target groups</li> <li>prepare and present a final presentation and report, using appropriate and correct technical and scientific terminology</li> </ul> <p><b><u>Learning skills</u></b></p> <p>Ability to learn:</p> <ul style="list-style-type: none"> <li>how discuss current best practice and real caye issues from different perspectives</li> <li>how to extend knowledge acquired during the course by reading and understanding subject related scientific and technical literature</li> <li>how to think in alternatives in a consequential way</li> </ul> <p>how to extend and complement basic knowledge and facts acquired through searching for additional insights from diverse scientific and non-scientific sources</p>
<b>Assessment</b>	
<b>Assessment language</b>	English
<b>Evaluation criteria and criteria for awarding marks</b>	
<b>Required readings</b>	
<b>Supplementary readings</b>	