



1. General Course Information

1.1 Course Details

| | |
|----------------------------|---|
| Course Code: | 2222THS |
| Course Name: | Hotel Distribution and Sales |
| Trimester: | Trimester 1, 2021 |
| Program: | Associate Degree in Commerce & Business Diploma of Commerce Diploma of Hotel Management |
| Credit Points: | 10 |
| Course Coordinator: | Jingjing Xu |
| Document modified: | 23 rd February 2021 |

Course Description

Hotel Distribution and Sales is a course within the Associate Degree in Commerce and Business. The course is situated within the second year of the program. The Associate Degree in Commerce and Business is designed to provide students with a pathway to:

- further university studies in Commerce, Business and related degrees or
- direct employment into business in the hospitality industry

This course introduces students to the highly complex, competitive and changing marketing environment of the hotel industry, providing them with an awareness and understanding of the unique marketing, distribution and sales challenges faced by hotel operators.

Assumed Knowledge

To successfully enrol in this Course, you must provide evidence that you have completed 1003MKT Introduction to Marketing or equivalent.

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

| Name | Email |
|-------------|--|
| Jingjing Xu | jingjing.xu@staff.griffithcollege.edu.au |

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Course Moodle Site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The aim of this course is to examine hotel market segments, tourist behaviour, and marketing, distribution and sales strategies in a complex and dynamic hotel industry. The course explores approaches to designing, selling and delivering tourism and hotel experiences. The course seeks to extend students' knowledge and skills acquired in lower level marketing courses through application of course material to the context of domestic and international hotel settings.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Analyse hotel market segments and their influences on future hotel experience design
2. Design a creative hotel experience that integrates distribution choices and maximum sales in the global tourism market.
3. Evaluate the changing use of technology in today's hotel experiences









2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

| Generic Skills and Capabilities | | Taught | Practised | Assessed |
|--|---|--------|-----------|----------|
| Acquisition of discipline knowledge and skills with critical judgement |  | ✓ | ✓ | ✓ |
| Communication and collaboration |  | ✓ | ✓ | ✓ |
| Self-directed and active learning |  | ✓ | ✓ | |
| Creative and future thinking |  | ✓ | ✓ | ✓ |
| Social responsibility and ethical awareness |  | ✓ | | |
| Cultural competence and awareness in a culturally diverse environment |  | | ✓ | |



3. Learning Resources

3.1 Required Learning Resources

Bowie, D., Buttle, F., Brookes, M., & Mariussen, A. (2017). *Hospitality marketing* (3rd ed.). London, UK: Taylor & Francis

3.2 Recommended Learning Resources

You may want to read or access additional material to help you with your group marketing project. They may include:

Textbooks:

- Kotler, P., Bowen, J.T., & Makens, J.C. (2014). *Marketing for Hospitality and Tourism* (7th ed.). Upper Saddle River: Pearson.

Journals:

- *Annals of Tourism*. G155.A1 A58
- *Cornell Hotel and Restaurant Administration Quarterly*. TX901.C67
- *International Journal of Tourism Research*. (Electronic link ProQuest)
- *Journal of Consumer Marketing*. HF5410.J64
- *Journal of Consumer Research*. HF5415.3.J68
- *Journal of Foodservice Business Research*. TX911.3.M3 J68:A
- *Journal of Hospitality & Leisure Marketing*. TX911.3.M3 J682
- *Journal of Hospitality and Tourism Management*. TX911.3.M27 A97:A
- *Journal of Marketing Research*. HF5415.2.J66
- *Journal of Marketing* HF5415.A2 J6
- *Journal of Restaurant & Foodservice Marketing*. TX911.3.M3 J68
- *Journal of Tourism Studies* Per G155.A1 J58
- *Journal of Travel and Tourism Marketing* G155.A1 .J682
- *Journal of Travel Medicine* RA783.5 .T49
- *Tourism Management* G155.A1 I58:A

Websites:

- United Nations World Tourism Organisation
- United Nations World Trade Organisation
- Tourism Australia / Tourism and Events Queensland
- Government statistics
- Supplier statistics
- Google Books – Theoretical textbooks

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences





4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

| | Learning Content  | Learning experiences  | Learning activities  | Evidence of learning  | Learning outcome  |
|--|---|---|---|---|---|
| Module 1: Pre-encounter Marketing | | | | | |
| 1 | <i>Complexity of Selling Hotels: An Introduction</i> | <i>Ice-breakers and Group Formation</i> | <i>Learning Content Activities: What is an experience?</i> | | 1 |
| 2 | <i>Analysing the customer</i> | <i>Analysing the market</i> | <i>Learning Content Activities: Customer Analysis Research</i> | | 1 |
| 3 | <i>Market Research and Competitive Strategies</i> | <i>Analysing the environment and competition</i> | <i>Learning Content Activities: Situational Analysis Research</i> | | 1 |
| 4 | <i>Designing the Offer</i> | <i>Designing Experiences</i> | <i>Learning Content Activities: The gap brainstorm</i> | | 1 |
| 5 | <i>Placing the Offer</i> | <i>Presenting your Situational Analysis Research</i> | <i>Finalising Situational Analysis & Mid-trimester Quiz Preparation</i> | <i>Situational Analysis Research Presentation (In-class)</i> | 1 |
| 6 | <i>Pricing the Offer</i> | <i>Presentation Feedback; Value Proposition Review</i> | <i>Post-presentation Review</i> | <i>Mid-Trimester Quiz (In-class)</i> | 1 |
| Module 2: Designing Hotel Experiences | | | | | |
| 7 | <i>Distributing the Offer</i> | <i>Introduction to Evidence of Learning 3; Distributing your experience</i> | <i>Learning Content Activities & Experience Design</i> | | 2 |
| 8 | <i>Communicating the Offer</i> | <i>Communicating your experience</i> | <i>Learning Content Activities & Experience Design</i> | | 2 |
| 9 | <i>Delivering on the Promise</i> | <i>Finalising your Experience Design Project: Tips and Q&A</i> | <i>Learning Content Activities & Experience Design</i> | | 2 |
| 10 | <i>Relationship Building</i> | <i>Finalising your Experience Design Project</i> | <i>Finalising your Experience Design Project</i> | <i>Experience Design Project</i> | 2 |
| Module 3: The Role of Technology | | | | | |
| 11 | <i>Technology and Website Design</i> | <i>Introduction to Website Analysis</i> | <i>Website Analysis</i> | | 3 |
| 12 | <i>The changing use of technology</i> | <i>Website Analysis</i> | <i>Website Analysis Tips and Guidance</i> | | 3 |
| 13 | | | | <i>Website Analysis</i> | 3 |



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

| |  Evidence of learning |  Weighting |  Learning outcome |  Due Date |
|---|---|--|--|---|
| 1 | Situational Analysis Research Presentation | 30% | 1 | Week 5 |
| 2 | Mid-trimester Quiz | 10% | 1 | Week 6 |
| 3 | Experience Design Project | 40% | 2 | Week 10 |
| 4 | Website Analysis | 20% | 3 | Week 13 |

(Note: To pass this course, students must submit ALL pieces of Evidence of Learning and achieve overall 50% or above.)

5.2 Evidence of Learning Task Detail

Situational Analysis Research Presentation (group)

Each group of 2-4 students will research and present a summary of a hotel's current operating environmental situation, as well as outline possible ideas for future new hotel experiences. The team will present in week 5's class and this is worth 30% of your course grade. Your team will demonstrate developed presentation skills and individual contribution to the team. Full details and guidelines are on the Portal.

Mid-trimester Quiz (individual)

This quiz must be finished in week 6's class with your teacher's invigilation. It requires you to synthesise material from topics and readings from weeks 1 to week 5 and answer short answer questions. The quiz will help you learn key principles of hotel markets and behaviours and their effect on hotel experience design. Quiz guidance will be given during the learning experiences in the weeks prior.

Experience Design Project (individual)

The purpose of the report is to clearly convey and justify your proposed marketing action plan of the new or modified hotel experience plus distribution and sales action plans in response to the amended summary of the situational analysis from the presentation. You are required to demonstrate your knowledge and understanding of marketing theories and concepts, applying them correctly through strategic decision-making practice. You are also required to demonstrate development in written English, academic writing style and referencing conventions. The report must be correctly formatted including a table of contents, numbered sections, an APA style reference list, and appendices. Full details and guidelines are on the Portal.

Website Analysis (individual)

You will be required to conduct a hotel website analysis in order to critique and make recommendations in the use of technology in the distribution and sales for one hotel. You will be expected to pull together key marketing concepts from the course. This will be conducted as a pre-recorded oral analysis. Full details and guidelines to be discussed in week 11.

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Assessment – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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