

SYLLABUS

Tourism Business in Spain
Professor: Brian Lafora O’Sullivan
Language of Instruction: English
Contact Hours: 40
Total Hours of Student Engagement: 120
Level: 300
SEGOVIA, SPAIN

COURSE DESCRIPTION

This course introduces students to the biggest industry in Segovia, tourism. Students will learn about different types of tourism in Segovia and Spain and gain a deeper understanding of how tourism functions as a business within a specific national context. The course includes hands-on learning in which students will connect with local business owners, analyze case studies, as well as visit major sites and businesses to better understand and analyse tourism business practices and management strategies. Through learning about tourism management and strategies for successful tourism ventures, students will develop an understanding of entrepreneurial strategies and how to work with and serve clients. In teams, students will develop venture tourism business ideas.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Understand the fundamentals of tourism management and identify major trends and challenges facing tourism management today.
2. Understand and analyse the impact of tourism on the Spanish economy.
3. Analyse tourism business models and develop comprehensive tourism business venture plan and promote it.
4. Develop entrepreneurial mindset
5. Understand entrepreneurial behavior and risks and opportunities involved
6. Enhance customer management skills and identify priorities and needs

METHOD OF INSTRUCTION

The course is designed to be an active learning environment where important information, tourism and business concepts, and ideas are exchanged and participation among the students is maximized. The class will include a combination of lectures, discussions, group work, small group presentations, individual PowerPoint presentations, and excursion visits.

The materials that are needed are:

- ✓ Whiteboard and markers
- ✓ Projector and computer
- ✓ Research materials (books, articles, websites)

- ✓ Poster boards or digital presentation tools
- ✓ Handouts with case studies and articles
- ✓ Be willing to grow and work as a team

METHOD OF EVALUATION

Assessments	Total of the final grade
Weekly assignments & participation	20%
Interview report	15 %
Excursion reports	15%
Exams	25%
Final project	25%

Weekly assignments and participation

Includes active participation in discussions, group exercises, case studies, fieldtrips and interactive sessions during each unit. Students are expected to come prepared, having completed assigned readings, and contribute thoughtfully to class activities and discussions. Also, at the end of each unit there will be a little quiz to assess understanding of covered topics.

Excursion reports:

The program includes four unique excursions that will allow students to learn about different types of local tourism businesses and operations. After each excursion, students will write a thoughtful reflection to share insights gained, analyze the business practices and management strategies, and apply the excursion to class content.

Interview report:

In teams of two, students are expected to interview two business owners in tourism to learn more about how they are serving customer needs and their diverse business strategies and challenges. The pairs will ask business owners about the history of their businesses, how they are meeting customer and industry needs, and ask for their advice for running a business. Students can use Adobe Premier Pro, Otter AI, or Transcripator to translate the interviews. Students are expected to write a report of the interviews and what was learned. Students are expected to conduct a 10-minute presentation to compare and contrast the different businesses, the business strategies and challenges of operating the businesses, and share what was learned through meeting with the local business owners. Students will analyze the impact of the businesses on the Segovia and Spanish economy and are expected to connect the interviews with course content and readings. Interview report will be worth 10 percent of the grade. The presentation will be worth 5% of the grade.

Exams: There will be 2 exams, one midterm and one final exam. Exams will include multiple-choice questions, short answers, and case analyses to assess student understanding of core concepts and theories. The midterm exam will cover units 1-4.

Final project:

In teams of two, design a business plan in the tourism industry in the country based on what you've been learning and experiencing during your time in Spain. Students will be required to write a comprehensive tourism business plan that identifies the business concept, purpose, services offered, customer and industry needs, operational daily requirements, operational constraints, and potential challenges to overcome. Students will also conduct an international market analysis, develop a market entry strategy, develop a marketing strategy, prepare a financial analysis, and integrate sustainable and responsible practices into their business plan. Students will apply research, concepts and understanding gained from the course when building their business plans. Students will be assessed on the quality of their analysis and research, clarity and coherence of the strategic plan, and creativity and innovation in the proposal. The business plan will be worth 15% of the grade. Students will present a 15-minute business plan proposal to their classmates, and this will be worth 10% of their total grade.

COURSE OUTLINE

- ❖ Unit 1: Tourism in Spain and its Business Impact
 - Topics:
 - Overview of Spain's Tourism Industry: types of tourism
 - Key Tourist Destinations and Attractions in Spain
 - Economic Impact of Tourism on Spain's Economy
 - Challenges and Opportunities in Spanish Tourism
 - Activities:
 - Lecture and discussion on Spain's tourism landscape
 - Analysis of data on tourism's contribution to Spain's GDP
 - Group discussion on current trends and challenges faced by Spanish tourism
 - Research a specific aspect of Spanish tourism (e.g., a particular region or type of tourism) and prepare a brief report on its business impact.

- Unit 2 : Entrepreneurial Strategies in Tourism
 - Topics:
 - The Role of Entrepreneurship in Tourism
 - Opportunities and Gaps in the Market
 - Business Models and Innovation in Tourism
 - Activities:
 - Brainstorming session for new tourism business ideas
 - Analysis of successful tourism startups
 - Reading: "Entrepreneurship in Tourism"
 - Interviews with local business owners

❖ Unit 3: Tourism Management

- Topics:
 - Overview of the Tourism Industry
 - Key Concepts in Tourism Management
 - Trends and Challenges in Tourism
- Activities:
 - Lecture and discussion
 - Case study analysis of current tourism trends
 - Reading: "Introduction to Tourism Management"
 - Interviews with local business owners

Unit 4: Business Planning and Development: tourism and its types

- Topics:
 - Case Studies of Successful Tourism Businesses in Spain
 - Creating a Business Plan
- Activities:
 - Workshop on drafting a business plan
 - Reading: "Business Planning for Tourism"
 - Analysis of tourism in different countries
 - Debate on best practices to meet demand
 - Reading: "Types of tourism "
 - Case study presentations on notable Spanish tourism businesses (e.g., major hotel chains, tour operators)
 - Interviews with local business owners
 - Midterm exam

Unit 5: Customer Experience Management

- Topics:
 - Understanding Customer Expectations
 - Enhancing Customer Satisfaction and Loyalty
 - Tools and Techniques for Managing Customer Experience
- Activities:
 - Role-playing customer service scenarios
 - Discussion on case studies of exceptional customer experiences
 - Reading: "Customer Experience Management"

Unit 6: Emerging Trends and Future Directions

- Topics:
 - Future Trends in Tourism Management
 - Innovations and Predictions for the Industry
 - Preparing for the Future of Tourism
- Activities:
 - Group discussion on emerging trends
 - Presentation of future tourism concepts
 - Reading: "Future Directions in Tourism Management"

Unit 7: Market Research, Branding and Positioning

- Topics:
 - Market research
 - understanding consumer behaviour
 - Finding your target market
 - Brand identity and building a Unique Value Proposition
 - Positioning strategies for Startups
- Activities:
 - Analysis of Spanish market
 - Designing a logo and a brand
 - Study of a case and proposing different strategies to promote the startup.

8. Final Project Presentations and Course Review

- Topics:
 - Presentation of Final Projects
 - Course Review and Reflections
 - Feedback and Future Steps
- Activities:
 - Student presentations
 - Final exam

All the contents will be complemented and enriched by the field trips proposed during the program to provide practical, real-world experiences for students.

COURSE READINGS

Tourism as a business is constantly changing. For this reason, the recommended material will be updated when the students arrive. To be in contact with tourism and business, it is recommended to read the news and listen to people in an active way and with a very open mind.

Recommended Reading List:

“Business Hints for Men and Women” by A. R. Calhoun

“The Mindful Business” by Janessa Jordan-Rowell

“How To Succeed; OR, Stepping-Stones to Fame and Fortune” by Orison Swett Marden, A.M., M.D.

“ACRES OF DIAMONDS”, by Russell H. Conwell

“Who Moved My Cheese?” by Spencer Johnson

Other readings will be recommended during the term.

BIBLIOGRAPHY

- "Tourism Management" by Stephen J. Page and Joanne Connell (2019)
- "Tourism: Principles, Practices, Philosophies" by Charles R. Goeldner and J. R. Brent Ritchie (2011)
- "Contemporary Tourism: An International Approach" by C. Michael Hall and Stephen J. Page
- "Tourism Management: An Introduction" by David Weaver and Laura Lawton
- "Entrepreneurship and Small Business Management in the Hospitality Industry" by Darren Lee-Ross and Chris Ryan

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

Generative AI Course Policy

GenAI tools are welcomed in class. However, there are some rules that must be followed:

- Always remember that the assignment or classwork is created to help the student learn and to develop their knowledge and understanding of the topics of the lesson; due to this, the final paper or assignment is required to be personal and unique.
- GenAI tools can be used during the process to generate an outline, create images, obtain information, brainstorm ideas, perform grammar/spell checks, practice explanations, and review content.
- GenAI tools should be cited properly, example I used ChatGPT to generate an outline for my paper. Another example could be, " AI assistance was used to help with grammar/summarization/idea generation using [tool name]."
- Critical thinking and written skills should be demonstrated without AI.
- Remember, submitting AI-written essays as their own is dishonest and goes against academic honesty and expectations, and it will have consequences.
- If the student has any doubt about using the GenAI tool properly or not, he or she should directly ask the teacher.

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's

educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. [If you have or think you have a disability](#) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Pregnancy Modifications. Pregnant and parenting students are eligible for academic and work modifications related to pregnancy, childbirth, loss of pregnancy, termination of pregnancy, lactation, and related medical conditions. To request pregnancy-related modifications, students should complete the [Request for Pregnancy Modifications form](#) on the OICRC website. OICRC coordinates academic and other modifications for pregnant and parenting students to ensure students can continue to access their education and university programs and activities.