



# **Module Guide**

## **International Tourism Management / Health and Medical Tourism**

Faculty European Campus Rottal-Inn

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## T101 FOREIGN LANGUAGE I

Module code	T101
Module coordination	Tanja Mertadana
Module Group	Key Competencies
Course number and name	T101 Foreign Language I
Lecturer	Lecturer of AWP & Language Center
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	4
Workload	Time of attendance: 60 hours self-study: 60 hours Total: 120 hours
Type of Examination	written ex. 60 min.
Duration of Examination	60 min.
Weight	4
Language of Instruction	English

### Module Objective

The modules Foreign Language I and III aim to equip students with specialized language skills necessary for independent performance in a globalized international tourism management sector. In doing so, it strives to deepen students' relationship with the English language in business and technical settings so that they can effectively and efficiently implement the language as a practical communication tool. International students are recommended to take German as a Foreign Language.

To this end, the module targets instruction of the four cardinal language skills (listening, reading, speaking, and writing) across a wide range of core topics related to international tourism management. Students also craft the content of their own learning through needs analyses and frequent immersive and self-directed projects.

It is essential to the module to optimize fluency and communication skills, as well as to cultivate a clear understanding of the finer points of textual meaning and meaning produced in dialogue with others. Through a variety of task-based speaking, listening and writing activities, students enhance their oral and aural production and expand their ability to produce clear, concise and coherent pieces of writing – emails, reports, or expository paragraphs on processes. Particular emphasis will be placed on honing students' public speaking and team skills through work on a team presentation project for each course.



## General Business English

On completion of the module students will have achieved the following learning objectives:

### Professional competencies

- Students will have an independent command of specialized business and technical terminology relevant to the field of international tourism management. Command here refers to oral and written production as well as aural and reading comprehension.
- They will be in a position to deploy study skills such as close reading and coherent writing at a B2/C1-level and for use in niche tasks for the international tourism management sector.
- They will have gained substantial knowledge of B2/C1-level language registers – both for formal study contexts and for semi-formal to formal professional contexts.
- They will have gained essential experience in presenting on topics related to business and technical English. The goal here is to include niche knowledge in the protocols of a clearly structured, effectively delivered piece of public speaking.

### Methodological competencies

- Students will have enhanced their abilities to structure the acquisition of specialized terminology and grammatical items and practiced ways to internalize new language that yield optimal learning benefits.
- They will have extended and refined their practical research skills in English by engaging in at least two research projects – for example, by being asked to present on a discipline-specific topic in an individual or team presentation.

### Social competencies

- Students will have gained valuable experience in training other personal effectiveness skills such as team work, integrity, and reliability.
- They will have reflected on the learning benefits derived from several immersion projects.

## German as a Foreign Language

Please see the respective course description.

## Entrance Requirements

**General Business English:** The minimum entry-level requirement is a B2-level of English according to the Common European Framework of Reference for Languages (CEFR) or A-level language skills according to the standards of the German education



system. Alternatively, experience living abroad or successful participation in a study exchange may be sufficient.

**German as a Foreign Language:** Upon arrival, the student's German language proficiency is tested by means of a placement test. Depending on the result, the students attend a course of the appropriate level. After the successful completion of a course, students attend an advanced German course in the following semester.

## Learning Content

### General Business English

- business basics
- company structures
- markets and market structures
- business startups
- launching a product
- innovation and technology in business
- online business
- marketing
- communication and business correspondence
- business meetings and presentations
- working across cultures
- current business topics

### German as a Foreign Language

Please see the respective course description.

## Teaching Methods

Instruction and learning methods focus on training the four cardinal language skills (speaking, listening, reading, and writing) and on enhancing professional and social competencies. They include group discussions and group projects, individual and team work (e.g. individual and group presentations), real- and role-playing, close reading and listening activities, grammar games, method of loci, running dictations, translations, peer feedback and review, work with learning stations, and various follow-up viewing and writing activities.



Study assignments will be set on a weekly basis.

## Recommended Literature

### General Business English

Brook-Hart, Guy. *Business Benchmark*. 2nd ed.: Upper Intermediate. Cambridge: CUP, 2013.

Business Spotlight: <[www.business-spotlight.de](http://www.business-spotlight.de)>

Butzphal, G., Maier-Fairclough, J. *Career Express. Business English B2*. Berlin: Cornelson, 2015.

Cotton, D., Falvey, D. & Kent, S. *Market Leader Upper Intermediate*. Harlow: Pearson Longman, 2016.

Doyle, Charles. *A Dictionary of Marketing*. 4th ed. Oxford: OUP, 2016.

Duckworth, M., Turner, R. *Business Results Upper Intermediate*. Oxford: OUP, 2008.

Emmerson, P. *Business Vocabulary Builder*. London: Macmillian, 2009.

Emmerson, P. *Business Grammar Builder. Intermediate to Upper-intermediate*. London: Macmillian, 2010.

Foley, M., Hall, D. *MyGrammarLab. Intermediate B1/B2*. Harlow: Pearson, 2012.

Law, Jonathan. *A Dictionary of Business and Management*. 6th ed. Oxford: OUP, 2016.

Rogers, Louis. *Skills for Business Studies*. Upper Intermediate. Oxford: OUP, 2012.

Vince, Michael. *Intermediate Language Practice*. 3rd ed. London: Macmillan, 2010.

### German as a Foreign Language

Please see the respective course description.



## T102 PERSONAL & SCIENTIFIC DEVELOPMENT

Module code	T102
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Key Competencies
Course number and name	T102 Personal & Scientific Development
Lecturer	Prof. Dr. Marcus Herntrei
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	6
Workload	Time of attendance: 60 hours self-study: 120 hours Total: 180 hours
Type of Examination	Research Paper
Weight	6
Language of Instruction	English

### Module Objective

Students from more than 20 nations participate in this study programme. In spite of their very different backgrounds, most of the students unite the challenges of a first degree course. Within the framework of the module, the students jointly define the framework conditions which they consider important for the achievement of their study goals. Among other things, they learn about different learning methods before they get to know the central methods and instruments of scientific work. The seminar accompanies the students in the preparation of their first research paper.

Professional and methodological competence:

The students know tools that help them to organize themselves. The students know the fundamentals of scientific work. They can define topics, specify them more precisely by means of research questions and map them by structuring their work. They are also able to carry out a literature review and know the formal requirements of scientific work.

Personal competence:

The students know new methods of knowledge transfer and acquisition.



Social competence:

Students will find their way around a new and intercultural learning environment. You have gained experience in structuring and target-oriented group work.

## **Applicability in this and other Programs**

The module prepares students for those exams that fall under the category "scientific work". This includes in particular the research papers and the final bachelor thesis, but also the presentations.

## **Entrance Requirements**

none

## **Learning Content**

1. Personal Development
  - 1.1. Studying in PAN - habits, views, motives, and expectations
  - 1.2. Our code of conduct
  - 1.3. Self-management and learning techniques
2. Scientific Writing
  - 2.1. Philosophy and theory of science
  - 2.2. Defining research topic & research questions
  - 2.3. Literature review
  - 2.4. Formal aspects
  - 2.5. Writing and structuring

## **Teaching Methods**

- o Lectures
- o Seminar teaching
- o Exercises
- o Self-study

## **Recommended Literature**

Allen, D. (2015). Getting things done (2nd. ed.). New York: Penguin Books.



Caunt, J. (2016). How to organize yourself (5th ed.). Creating success. London: Kogan Page.

Gastel, B. (2017). How to write and publish a scientific paper (8th ed.). Cambridge: Cambridge University Press.

Heard, S. B. (2016). The scientist's guide to writing. Princeton, Oxford: Princeton University Press.

Pfister, I. (2016). Get Organized! Frankfurt, New York: Campus Verlag.

Skern, T. (2011). Writing scientific English (2. ed.). UTB. Wien: Facultas-Verl.

Taylor, R. (2017). Willpower. Chichester: John Wiley & Sons Ltd.



## T103 APPLIED STATISTICS & DATA ANALYSIS

Module code	T103
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	Key Competencies
Course number and name	T103 Applied Statistics & Data Analysis
Lecturer	Dr. Andreas Widenhorn
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Professional and methodological competence:

Students know a range of statistical methods to analyze data and apply these methods purposively to answer questions based on evidence from quantitative data. Students understand different concepts and methods from the field and can explain these methods and their (practical) application in research.

Students distinguish between different methods based on their capability and limitations and select suitable methods appropriate to specific research problems.

Students analyze research problems (based on case study) to formulate adequate research questions and analyze data to generate answers and solve research problems.

Personal competence:

Students work self-responsibly on the solution of problems and carry out statistical analyses autonomously and in small work groups. The solutions of the examples given require students' self-responsible and self-directed working style.



Social competence:

Small work groups are defined (2-3 pax) to solve research problems and answer research questions. Close cooperation deepens student's social competences and fosters a team-oriented working style.

## Applicability in this and other Programs

Quantitative and qualitative research

Bachelor thesis

## Entrance Requirements

none

## Learning Content

1. Basics and key vocabulary
  - 1.1. Statistical studies and surveys, characteristics, characteristic types, scales, data collection
  - 1.2. Introduction to statistical software
  - 1.3. Deutsche Reiseanalyse RA (as exercise data), data matrix, questionnaire / codebook
2. Frequency distributions
  - 2.1. Discrete / classified frequency distributions, graphical representation
  - 2.2. Exercises Deutsche Reiseanalyse: frequency distributions (calculation, interpretation)
3. Location parameters and measures of variance
  - 3.1. Mean, mode and median, variance, coefficient of variation, volatility, quantiles, quartiles
  - 3.2. Exercises Deutsche Reiseanalyse
4. Samples / sampling
  - 4.1. Sampling methods; sample size, confidence interval
  - 4.2. Exercises: construction of samples (Simple random sampling, quota sampling)
  - 4.3. Calculation of sample size
  - 4.4. Confidence intervals
5. Correlation calculation
  - 5.1. Cross-tabulation, Chi-Square-Test
  - 5.2. Correlation coefficient for different types of data
6. Regression analysis



- 6.1. Least squares method
- 6.2. Precision of regression coefficients
- 6.3. Hypothesis testing
- 6.4. Regression including dummy variables and interaction terms
- 6.5. Linear multiple regression

## Teaching Methods

The course sessions are divided into topic-oriented introductions and practice-oriented sessions where analyses are carried out to deepen the understanding of students and give the possibility to apply statistical methods to solve problems in tourism research and tourism marketing.

Therefore, a continuous case is used to connect the more theoretical inputs to practical application of statistical methods.

Cooperation in small groups is used to answer questions and carry out analyses.

The seminar is accompanied by tutorials where calculation examples from the course are repeated for better understanding and examples similar to those used during course sessions are calculated.

## Remarks

Data from "Deutsche Reiseanalyse" are used for analyses in course.

For all statistical analyses the statistical package "PSPP", published under the GNU General Public License, is used. Students can install the free programme on their computers to perform analyses and to become familiar with the programme or use SPSS provided on computers on the campus.

## Recommended Literature

Basic literature:

Cortinhas, C. & Black, K. (2012). Statistics for Business and Economics. Hoboken: Wiley. (provided to students as E-Book)

Recommended literature:

Halter, C. (2017). The PSPP Guide. Second Edition. An Introduction to Statistical Analysis. San Diego: Creative Minds.

Camões, J (2016). Data at work: best practices for creating effective charts and information graphics in Microsoft Excel. San Francisco: New Riders.

Black, K. (2016). Business Statistics: For Contemporary Decision Making. Hoboken: Wiley.



PSPP-Manual online: <https://www.gnu.org/software/pspp/manual/pspp.html>



## T104 FUNDAMENTALS OF BUSINESS ADMINISTRATION

Module code	T104
Module coordination	Prof. Dr. Katerina Volchek
Module Group	Business Administration
Course number and name	T104 Fundamentals of Business Administration
Lecturer	Prof. Dr. Katerina Volchek
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Students have systematic overview over various concepts and current issues of business administration as a basis of the study programme in general and subsequent business oriented modules in particular. Students know relevant topics within the field of business administration and are able to classify practical cases.

Professional and methodological competence:

Students are able to identify specific problems of businesses (related to structures, processes and business environment). Students choose adequate tools to analyse these problems and propose solutions based on analyses.

Students are able to apply concepts, tools (SWOT, GE-matrix, PESTLE, Porter's five forces) and methods of business administration to the field of tourism.

Personal competence:

Students can analyse problems and create appropriate solutions self-responsibly. They are able to structure the process of knowledge acquisition based on prior knowledge and competences and personal working style.



Social competence:

Social competence of students is promoted by the appropriate use of cooperative methods such as group work and moderated discussion.

## Applicability in this and other Programs

Fundamental module for the study program, especially for the modules Entrepreneurship, Strategic Management & Leadership, Innovation, Product Development & Service Design.

## Entrance Requirements

none

## Learning Content

1. Introduction to businesses and business administration
  - 1.1 Clarification of the field and discussion of basic terms
  - 1.2 Core processes of sustainable businesses
  - 1.3 Example of organisations and businesses in tourism and their functions: DMO, hotel, tour operator
2. Business Environment
  - 2.1 Theoretical model of the business environment
  - 2.2 Tools to analyse the business environment (PESTLE-analysis, Porter's five forces, GE-model)
  - 2.3 Scenario development
  - 2.4 Discussion and group work: application of analytical tools in the field of tourism (with special consideration of sustainability and environmental aspects)
3. Business Research
  - 3.1 Concept of research and research designs
  - 3.2 Quality criteria of business research
  - 3.3 Group work: research questions and research methods in applied business research
4. Strategic Management
  - 4.1 Clarification of terms: strategy - strategic management, UPE
  - 4.2 Hierarchy of goals in businesses
  - 4.3 Tools for strategic analysis (SWOT, BCG-matrix)
  - 4.4 Strategy options (Porter's approach, Ansoff matrix)
  - 4.5 Group work and discussion: McKinsey's 7S model - concept and application in the field of tourism
5. Service Industries & Service Marketing
  - 5.1 Service-dominant logic (SDL according to Vargo & Lusch)
  - 5.2 Implications of service dominant-logic for service industries in management and marketing
  - 5.3 Servicescape
  - 5.4 Case discussion: service orientation in the tourism business



- 6. Business creation
  - 6.1 Innovation as a core function of businesses
  - 6.2 Business creation model
  - 6.3 Group work and discussion: innovation in the field of (health) tourism

## Teaching Methods

Seminaristic teaching combining lecture, exercises, group work, group presentations, classroom discussions.

Students are encouraged to actively participate in course by choosing appropriate didactical methods.

## Remarks

Teaching is supported by iLearn platform: course materials (presentations, journal articles, cases) are provided to students online.

## Recommended Literature

Basic literature:

Thuis, P. & Stuive, R. (2014). Business Administration. Groningen: Noordhoff Uitgevers.

Hudson, S., & Hudson, L. (2013). Customer Service for Hospitality and Tourism. Oxford: Goodfellow.

Recommended literature:

Osterwalder, A., & Pigneur, Y. (2010) Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Hoboken: Wiley.

Page, S. (2014). Tourism Management. London: Taylor & Francis. 5th edition.

Additional material (articles from scientific and business journals, case studies...) is presented in course and provided on the iLearn platform



## T105 ECONOMY & SOCIETY

Module code	T105
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Business Administration
Course number and name	T105 Economy & Society
Lecturer	Paul Clemens Murschetz
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

This module is designed to broaden the student's knowledge of the different approaches and perspectives of economics and sociology as well as their interrelations.

The student will acquire a theoretical foundation through the lecture program and discussions on concepts and frameworks used in economics and sociology. The module focuses on the development of institutions and their preconditions as well as the factors that promote economic growth. Additionally, also the global consequences of growth are reviewed.

The module helps to understand the challenges of international tourism management by facilitating the analysis and interpretation of strategic interactions, social networks and the embeddedness of economic actions in social structures. The consequences, chances and discontents of globalization and the role of global institutions are discussed. Furthermore, the module promotes sensibility for the issues of sustainability, global environmental change and corporate social responsibility. Finally, some traps of collective action and voting rules and their impacts on governance systems are treated.



All concepts are linked to corresponding issues in the tourism industry and actual and ongoing debates in science and practice.

**Professional & methodical competences:** The students know the key theories, concepts and models in economics and sociology. They obtain the skills and tools to critically analyze economic and societal factors that individuals, groups, organizations and even countries have to deal with in a general way and in the context of the tourism industry. Furthermore, they acquire a holistic understanding of the interdependence of economical and social drivers and issues. Students know the interpretation of economic and social data and indicators to evaluate the wider context the tourism industry is placed in. They have an overview over the concepts of game theory as well as social network analysis and the more classical instruments of market analysis. After successfully finishing, students are able to describe and assess the economic and societal context in which organizations operate today. They are empowered to derive personal and occupational strategies needed to meet the challenges of tourism management in a complex international context.

**Social competence:** Moreover, students have an understanding of the manifold interdependencies of today's global issues.

**Personal competence:** Students develop written and verbal presentational skills as well as analytical skills. They demonstrate group-work, questioning and listening skills.

## **Applicability in this and other Programs**

The module is based on general economical and sociological principles and offers interfaces to modules from health, tourism and destination management as part of the study program "International Tourism Management / Health and Medical Tourism".

## **Entrance Requirements**

none

## **Learning Content**

1. Macroeconomic history
  - 1.1. Rich and poor countries – Analysis of key figures
  - 1.2. Economic progress and its driving forces
  - 1.3. GDP as a measuring rod
  - 1.4. Calculating growth rates
2. Economics and Sociology
  - 2.1. Homo oeconomicus vs. homo sapiens



- 2.2. Themes and Methods
- 2.3. Economic Sociology
- 2.4. Behavioural and Experimental Economics
3. Institutions
  - 3.1. The role of trust
  - 3.2. Communities
  - 3.3. Markets
  - 3.4. Households and firms
4. Globalization
  - 4.1. History of globalization and current state
  - 4.2. The role of global institutions
  - 4.3. Issues of the globalizing tourism industry
5. Sustainable Development
  - 5.1. Trade expansion, growth in international tourism and the environment
  - 5.2. Ecological footprints and climate change
  - 5.3. Sustainable development: theory and evidence
  - 5.4. Tourism and Corporate Social Responsibility
6. Social well-being and democratic government
  - 6.1. Freedom and democracy
  - 6.2. Individual and social well-being
  - 6.3. Democratic voting rules
  - 6.4. Tourism, government and governance

## **Teaching Methods**

- Lectures
- Seminar teaching
- Exercises
- Assignment



- Self study

## Recommended Literature

Adlwarth, Wolfgang (2011). 'Corporate Social Responsibility in Tourism - Consumer Requests and the Image of Suppliers'. In: Trends and Issues in Global Tourism 2011. Ed. by Conrady, Roland and Buck, Martin. Heidelberg: Springer, pp. 293–300.

Akerlof, George A. and Shiller, Robert J. (2009). Animal Spirits. Princeton: Princeton University Press.

Aspers, Patrik and Kohl, Sebastian (2015). 'Economic theories of globalization'. In: The Routledge Handbook of Globalization Studies. Routledge, pp. 41–59.

Bruce, Steve (2000). Sociology – A Very Short Introduction. Oxford University Press.

Cooper, Chris and Hall, C. Michael (2011). Contemporary Tourism. London: Routledge.

Dasgupta, Partha (2007). Economics – A Very Short Introduction. Oxford: Oxford University Press.

Dasgupta, Partha and Maskin, Eric (2004). 'The fairest vote of all'. In: Scientific American March 2004, pp. 92–97.

Granovetter, Mark S. (1973). 'The Strength of Weak Ties'. In: American Journal of Sociology 78.6, pp. 1360–1380.

Helpman, Elhanan (2004). The Mystery of Economic Growth. Cambridge: Belknap.

Martinelli, Alberto and Smelser, Neil J. (1990). 'Economic Sociology: Historical Threads and Analytic Issues'. In: Economy and Society. Ed. by Martinelli, Alberto and Smelser, Neil J. London: Sage, pp. 1–49.

Stiglitz, Joseph E. (2002). Globalization and its discontents. London: Penguin

Swedberg, Richard (2003). Principles of Economic Sociology. Princeton: Princeton University Press.



## T106 FUNDAMENTALS OF TOURISM MANAGEMENT

Module code	T106
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Tourism Management
Course number and name	T106 Fundamentals of Tourism Management
Lecturers	Prof. Dr. Marcus Herntrei Prof. Dr. Georg Christian Steckenbauer
Semester	1
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

**Professional competence:** The students know the phenomenon of tourism under consideration of interdisciplinary approaches. They can assess the essential framework conditions. They can evaluate demand trends and know the special features of tourist products. They are familiar with important service providers along the tourism service chain (tourism destinations, tour operators, travel agencies, airlines etc.) and know their current management challenges.

**Methodological competence:** The students are able to present and classify various tourism service providers and their functions. They are capable of analysing market developments.

**Social competence:** The students learn the importance of sustainability and social responsibility in tourism.

**Personal competence:** The students are encouraged to think about their own behaviour, norms and values and define them for themselves.



## Applicability in this and other Programs

The module gives the students the fundamental knowledge of tourism and managing tourism destinations and teaches them contemporary issues in tourism and hospitality industry. It is a prerequisite for other courses such as such as hospitality management, marketing principles, tour operator management, strategic management & leadership, etc. It is also suitable for other courses in Master of international tourism management.

## Entrance Requirements

none

## Learning Content

1. Introduction
2. The tourist, tourist behaviour and tourism flows
3. The tourism destination
4. Global stakeholders & contemporary management challenges
5. Outlook: Tourism in an uncertain world

## Teaching Methods

Lectures, group works, assignments and self-study

## Remarks

Guest lectures

## Recommended Literature

Beech, J. G.; Chadwick, S. (2006): The Business of Tourism Management: Financial Times/Prentice Hall.

Berge, P. M.; Eliassen, S. B. (2010): Hospitality and Tourism Management: Nova Science Publishers.

Buhalis, D.; Costa, C. (2006): Tourism Management Dynamics: Taylor & Francis.

Cooper, C.; Hall, C. M. (2008): Contemporary Tourism. An International Approach: Butterworth-Heinemann.

Inkson, C.; Minnaert, L. (2012): Tourism Management. An Introduction: SAGE Publications.



Lickorish, L. J., & Jenkins, C. L. (2007). Introduction to tourism. London: Routledge.

Page, S. J. (2014): Tourism Management: Taylor & Francis.

Visser, G.; Ferreira, S. (2013): Tourism and Crisis: Routledge.

Walker, J. R., & Walker, J. T. (2011). Tourism concepts and practices. Pearson Education India.

Woodside, A. G.; Martin, D. (2008): Tourism Management. Analysis, Behaviour and Strategy: CABI Pub.



## T201 FOREIGN LANGUAGE II

Module code	T201
Module coordination	Tanja Mertadana
Module Group	Key Competencies
Course number and name	T201 Foreign Language II
Lecturer	Lecturer of AWP & Language Center
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	written ex. 60 min.
Duration of Examination	60 min.
Weight	2
Language of Instruction	English

### Module Objective

The modules Foreign Language II and IV aim to equip students with specialized language skills necessary for independent performance in a globalized international tourism management sector. As a specialty the students can either choose an English course or vote between other languages such as Italian, Spanish, French or German as a Foreign Language.

#### Business English: Writing and communication skills

On completion of the module students will have achieved the following learning objectives:

Professional competencies

- Students will have an independent command of specialized business terminology relevant to the field of international tourism management. Command here refers to oral and written production as well as aural and reading comprehension.
- They will be in a position to deploy study skills such as close reading and coherent writing at a B2/C1-level and for use in niche tasks for the international tourism management sector.



- They will have gained substantial knowledge of B2/C1-level language registers – both for formal study contexts and for semi-formal to formal professional contexts.
- They will have gained essential experience in presenting on topics related to Business English. The goal here is to include niche knowledge in the protocols of a clearly structured, effectively delivered piece of public speaking.

#### Methodological competencies

- Students will have enhanced their abilities to structure the acquisition of specialized terminology and grammatical items and practiced ways to internalize new language that yield optimal learning benefits.
- They will have extended and refined their practical research skills in English by engaging in at least two research projects – for example, by being asked to present on a discipline-specific topic in an individual or team presentation.

#### Social competencies

- Students will have gained valuable experience in training other personal effectiveness skills such as team work, integrity, and reliability.
- They will have reflected on the learning benefits derived from several immersion projects.

#### **Other languages**

Please see the respective course description.

#### **German as a Foreign Language**

Please see the respective course description.

The modules Foreign Language II and IV aim to equip students with specialized language skills necessary for independent performance in a globalized international tourism management sector. As a specialty the students can either choose an English course or vote between other languages such as Italian, Spanish, French or German as a Foreign Language.

#### **Business English: Writing and communication skills**

On completion of the module students will have achieved the following learning objectives:

#### Professional competencies

- Students will have an independent command of specialized business terminology relevant to the field of international tourism management. Command here refers to oral and written production as well as aural and reading comprehension.



- They will be in a position to deploy study skills such as close reading and coherent writing at a B2/C1-level and for use in niche tasks for the international tourism management sector.
- They will have gained substantial knowledge of B2/C1-level language registers – both for formal study contexts and for semi-formal to formal professional contexts.
- They will have gained essential experience in presenting on topics related to Business English. The goal here is to include niche knowledge in the protocols of a clearly structured, effectively delivered piece of public speaking.

#### Methodological competencies

- Students will have enhanced their abilities to structure the acquisition of specialized terminology and grammatical items and practiced ways to internalize new language that yield optimal learning benefits.
- They will have extended and refined their practical research skills in English by engaging in at least two research projects – for example, by being asked to present on a discipline-specific topic in an individual or team presentation.

#### Social competencies

- Students will have gained valuable experience in training other personal effectiveness skills such as team work, integrity, and reliability.
- They will have reflected on the learning benefits derived from several immersion projects.

#### **Other languages**

Please see the respective course description.

#### **German as a Foreign Language**

Please see the respective course description.

### **Entrance Requirements**

**Business English: Writing and communication skills:** The minimum entry-level requirement is a B2/C1-level of English according to the Common European Framework of Reference for Languages (CEFR) or A-level language skills according to the standards of the German education system. Alternatively, experience living abroad or successful participation in a study exchange may be sufficient.

**Other languages:** Please see the respective course description.

**German as a Foreign Language:** Upon arrival, the student's German language



proficiency is tested by means of a placement test. Depending on the result, the students attend a course of the appropriate level. After the successful completion of a course, students attend an advanced German course in the following semester.

## Learning Content

### **Business English: Writing and communication skills**

Writing and communication skills in business, including a review and consolidation of the business topics dealt with in Foreign Language I (General Business English).

- review and consolidation of FL I topics
- job satisfaction
- success in business
- business correspondence
- meetings, negotiations and presentations
- international marketing
- working across cultures
- current business topics

### **Other languages**

Please see the respective course description.

### **German as a Foreign Language**

Please see the respective course description.

## Teaching Methods

Instruction and learning methods focus on training the four cardinal language skills (speaking, listening, reading, and writing) and on enhancing professional and social competencies. They include group discussions and group projects, individual and team work (e.g. individual and group presentations), real- and role-playing, close reading and listening activities, grammar games, method of loci, running dictations, translations, peer feedback and review, work with learning stations, and various follow-up viewing and writing activities.

Study assignments will be set on a weekly basis.



## Recommended Literature

### Business English: Writing and communication skills

Black, John, Hashimzade, Nigar & Myles, Gareth. *A Dictionary of Economics*. 5th ed. Oxford: OUP, 2017.

Brook-Hart, Guy. *Business Benchmark*. 2nd ed.: Upper Intermediate. Cambridge: CUP, 2013.

Business Spotlight: <[www.business-spotlight.de](http://www.business-spotlight.de)>

Butzphal, G., Maier-Fairclough, J. *Career Express. Business English B2*. Berlin: Cornelson, 2015.

Cotton, D., Falvey, D. & Kent, S. *Market Leader Upper Intermediate*. Harlow: Pearson Longman, 2016.

Doyle, Charles. *A Dictionary of Marketing*. 4th ed. Oxford: OUP, 2016.

Duckworth, M., Turner, R. *Business Results Upper Intermediate*. Oxford: OUP, 2008.

Law, Jonathan. *A Dictionary of Business and Management*. 6th ed. Oxford: OUP, 2016.

McCarthy, Michael & O'Dell, Felicity. *Academic Vocabulary in Use*. Cambridge: CUP, 2016.

Murphy, Raymond. *English Grammar in Use*. Klett Verlag, 2012.

Rogers, Louis. *Skills for Business Studies*. Upper Intermediate. Oxford: OUP, 2012.

### Other languages

Please see the respective course description.

### German as a Foreign Language

Please see the respective course description.



## T202 COMPULSORY ELECTIVE SUBJECTS OF A GENERAL ACADEMIC NATURE (AWP)

Module code	T202
Module coordination	Tanja Mertadana
Module Group	Key Competencies
Course number and name	T202 Compulsory elective subjects of a general academic nature (AWP)
Lecturer	Lecturer of AWP & Language Center
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	course assessment
Weight	2
Language of Instruction	English

### Module Objective

The AWP subjects (Electives) provide the students with the opportunity to gain knowledge and skills in other fields than their chosen field of study. Students can choose both instructor-led inhouse courses and courses of the Virtual University of Bavaria (vub).

The contents of the courses cover the following areas:

- Languages
- Didactical-educational area
- Social sciences
- Psychological-sociological area
- Technical-scientific area
- Philosophical and socio-ethical area
- Business area



The students can choose their courses from the AWP-module according to their own preferences.

## **Entrance Requirements**

For advanced language courses, students have to prove the required language skills (for example through successful completion of a lower level).

Electives may not have thematic overlaps with the actual study course.

The module can also be chosen by students of other fields of study.

## **Learning Content**

Please see the respective course description.

## **Teaching Methods**

Seminar, exercises, class presentations, classroom pair/group work

## **Recommended Literature**

Please see the respective course description.



## T203 ACCOUNTING & CONTROLLING

Module code	T203
Module coordination	Prof. Dr. Katerina Volchek
Module Group	Business Administration
Course number and name	T203 Accounting & Controlling
Lecturer	Prof. Dr. Katerina Volchek
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Students become aware of how to achieve success through optimised accounting and controlling methods, gain a deep insight into the factors of the objectified process that strive for transparency and drive success in company management.

Furthermore, this course outlines and structures the basic challenges and assumptions for companies in the field of accounting and controlling. Outlined and analysed is the current status of accounting and controlling. After laying this foundation, the "objectification-orientated controlling approach" is deducted, related to accounting and management in tourism and healthcare companies.

Upon completion of this course, students are able to

- understand accounting and controlling system,
- use the strategic planning and operational planning under controlling
- solve problems taken place in the given accounting situations and apply the solutions in tourism business,
- examine the cause for differences and manage the methods of analysis for businesses,



- show feedback,
- understand the different elements of calculation,
- perform rigid, flexible and break even calculations

### **Competences Development**

Professional competences - Considerable knowledge of professional fiscal theory, techniques, practices and procedures.

Social and personal competences - Ability to present information effectively in a manner suited to the characteristics and needs of the audience. Ability to convey information clearly and concisely either verbally or in writing to ensure that the intended audience understands the information and the message.

### **Applicability in this and other Programs**

Fundamental module for the study program *International Tourism Management / Health & Medical Tourism*, especially for the modules entrepreneurship, tour operator management, hospitality management and destination management.

### **Entrance Requirements**

none

### **Learning Content**

1. The Internal Profile of Financial Accounting
  - 1.1. The development of Accounting
  - 1.2. The significance and limitations of accounting information
  - 1.3. The users of accounting information and their needs.
  - 1.4. The accounting cycle
2. The Methods of Accounting
  - 2.1. Accrual basis
  - 2.2. Cash basis
3. Accounting Standards
  - 3.1. The standard-setting process and the development of standards
  - 3.2. The use of International Financial Reporting Standards for Small and Medium-sized Entities (IFRS for SMEs) 2009



- 3.3. International Accounting Standards (IAS) in the preparation of financial statements
4. Financial Reporting
  - 4.1. Objectives of Financial Reporting
  - 4.2. Qualities of accounting information – relevance, reliability, consistency, comparability, understandability, substance over form
  - 4.3. Statement of Financial Position (Balance Sheet)
  - 4.4. Statement of Comprehensive Income (Income Statement)
  - 4.5. Statement of Changes in Equity
  - 4.6. Statement of Cash Flows
  - 4.7. Notes to Financial Statements.
5. Accounting principles, concepts and conventions
  - 5.1. Historical cost, prudence, materiality, going concern,
  - 5.2. Entity, monetary concept, revenue recognition, matching principles.
6. The Changing Role of Controlling
  - 6.1. Appraisal of several definitions
  - 6.2. Concept of controlling
  - 6.3. Framework and evolution of controlling
7. Basic Assumptions of Controlling
  - 7.1. Influence of globalization
  - 7.2. Scientific and theoretical perspective
  - 7.3. Management cycle
  - 7.4. Controlling in Germany and other countries
8. Value Orientation
  - 8.1. Profit and Profitability Indicators
  - 8.2. Calculations focused on cash
  - 8.3. Calculations focused on risk
  - 8.4. Calculations focused on time



- 9. Controlling Analysis in hospitality and tourism
  - 9.1. Status Analysis
  - 9.2. Costs and sales analysis
  - 9.3. Deduction of objectification approach
  - 9.4. Pricing Decisions in Hospitality and Tourism
- 10. History of controlling in the EU
  - 10.1. Development
  - 10.2. Current Status
- 11. Controlling System Elements
  - 11.1. Problem definition
  - 11.2. Vision
  - 11.3. Targets
  - 11.4. Tasks and Organization of Controlling
  - 11.5. Practical application, tools and procedures
- 12. Final Summary
  - 12.1. Preparation for the practical use of the subject
  - 12.2. Mock exam

## **Teaching Methods**

### **Theoretical Methods**

The teacher gives the necessary materials to learn, explains, analyses in class all the concepts and methods and clarifies the students' doubt with help of examples.

### **Practical Methods**

The students solve exercises applying the theoretical knowledge they have learned.

### **Forms of Delivery**

Lectures, assignment, exercise (seminary form), project work (case seminars), presentations, tutoring, group work



## Remarks

Online part: Students have access to iLearn platform under unique passwords. There is all study material shared with them. When there is a need, practical visits (excursions/field trips) and field trips are organized. Also experts from industry held guest lectures and co-organize the internships.

## Recommended Literature

Boer, P. M. C. d. (2011). Basics of financial management (1. ed.). Groningen: Noordhoff Uitg. Routledge Taylor & Francis.

Bragg, S. M. (2017). The new controller guidebook (Fourth edition). AccountingTools series. Centennial, Colorado: AccountingTools.

Brealey, R. A. (2015). Fundamentals of corporate finance (Eighth Edition, International student edition). The McGraw-Hill/Irwin series in finance, insurance, and real estate. New York, NY: McGraw-Hill Education.

Drucker, P. F. (2014). The Effective executive. München: Vahlen.

McLaney, E. J. (2016). Accounting and finance (Eighth edition). Harlow, England: Pearson.



## T204 MARKETING PRINCIPLES

Module code	T204
Module coordination	Prof. Dr. Katerina Volchek
Module Group	Business Administration
Course number and name	T204 Marketing Principles
Lecturer	Prof. Dr. Katerina Volchek
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

This module is designed to broaden the student's knowledge of marketing and strategy in the modern organization. The student will acquire a theoretical foundation through the lecture program and discussions on marketing concepts and frameworks. The module will focus on what being "market oriented" means, in practice. The module helps to understand the challenges of marketing in manufacturing and service industries: analyzing marketing environments; evaluating strategic alternatives and designing and implementing marketing programs involving decisions about products/ services, pricing, distribution and promotion.

Professional and methodological competences:

Students should develop knowledge and understanding of key theories, concepts and models in marketing to guide the development and execution of marketing strategies. They obtain the skills to critically analyze marketing situations facing organizations. Furthermore, they acquire a holistic understanding of brand management. Students will learn the steps to an effective development of brand identity and how to lead brands. They get an overview over marketing communication and the steps to an effective development of a communication strategy (targets, target groups, message and media) and community marketing strategies. After successfully finishing, students



will understand the specific challenges of marketing and sales in an international context.

Personal and social competences:

Students should develop written and verbal presentational skills. They demonstrate group-work, questioning and listening skills.

## **Applicability in this and other Programs**

The module is based on general business management principles and offers an interface esp. to the modules strategic management & leadership, hospitality management, entrepreneurship, innovation, product development & service design.

## **Entrance Requirements**

none

## **Learning Content**

1. Fundamentals of marketing
  - 1.1. The evolution of marketing
  - 1.2. Relationship economics
  - 1.3. Basic marketing terms and concepts
  - 1.4. Marketing planning: an overview of marketing
2. Situational analysis in the marketing planning process
  - 2.1. Assessing the internal marketing situation
  - 2.2. Assessing the external marketing situation
  - 2.3. Analyzing buying behaviour on B2C and B2B markets
  - 2.4. SWOT analysis
3. Strategy Formulation in the marketing planning process
  - 3.1. Marketing management planning
  - 3.2. Market segmentation, targeting and positioning
4. Marketing mix in the marketing planning process
  - 4.1. Product and service decisions
  - 4.2. Pricing decisions



- 4.3. Distribution decisions
- 4.4. Communication decisions
- 5. Implementing and controlling in the marketing planning process
  - 5.1. Organizing and implementing the marketing plan
  - 5.2. Budgeting and control
  - 5.3. Ethical, social and environmental aspects of marketing planning
  - 5.4. Developing and managing customer relationships

## Teaching Methods

- Exercises
- Self study
- Seminar teaching

## Remarks

- Excursion
- Guest lectures
- Interdisciplinary field internships

## Recommended Literature

Ariely, D. (2010). Predictably Irrational: The Hidden Forces That Shape Our Decisions. New York: Harper Perennial.

Coe, J. (2003). The Fundamentals of Business-to-Business Sales & Marketing. New York: McGraw-Hill.

Cravens, D. & Nigel, P. (2012). Strategic Marketing. New York: McGraw-Hill.

Deresky, H. (2002). Global Management: Strategic and Interpersonal, Upper Saddle River, NJ: Prentice Hall.

Deresky, H. (2007). International Management: Managing Across Borders and Cultures. Upper Saddle River, NJ: Prentice Hall.

Hollensen, S. & Opresnik, M. (2015). Marketing: A Relationship Perspektive. München: Vahlen.

Hoyer, W. D. & MacInnis, D. J. (2012). Consumer Behavior. Nashville, TN: South-Western College Pub.



Hudson, S. & Hudson, L. (2017). Marketing for Tourism, Hospitality & Events. London: SAGE.

Kotler P. & Keller, K.L. (2008). Marketing Management. Upper Saddle River, NJ: Prentice Hall.

Kotler P. & Armstrong, G. (2009). Principles of Marketing. Upper Saddle River, NJ: Prentice Hall.

Porter, M. (2004). Competitive Strategy: Techniques for Analyzing Industries and Competitors. New York: Free Press.

Wedel, M. & Wagner A.K. (2000). Market Segmentation: Conceptual and Methodological Foundations. Wiesbaden: Springer



## T205 QUANTITATIVE & QUALITATIVE RESEARCH

Module code	T205
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	Research and Methodology
Course number and name	T205 Quantitative & Qualitative Research
Lecturers	Prof. Dr. Marcus Herntrei Prof. Dr. Georg Christian Steckenbauer
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	6
Workload	Time of attendance: 60 hours self-study: 120 hours Total: 180 hours
Type of Examination	assignment
Weight	6
Language of Instruction	English

### Module Objective

Students have a deepened understanding of (applied) research in the field of tourism. They can define a research topic and according research questions, develop an appropriate research design using qualitative and quantitative methods and implement research projects based on this design.

Technical competence:

Students understand basic concepts of research and can apply these concepts the field of tourism and leisure.

In particular students are able to:

- explain different research paradigms,
- distinguish research designs and the conditions for application of these designs,
- define research topics in the field of tourism research and formulate research questions,
- plan qualitative and quantitative research methods,
- collect and analyse data using these methods,



- develop appropriate answers to research questions based on analyses and to
- write research reports following scientific standards and formal guidelines (APA standard).

Methodological competence:

Students can choose adequate methods to answer research questions, plan and implement these methods.

In particular:

- Quantitative methods: questionnaire survey (online and offline)
- Qualitative methods: qualitative interview (in-depth interview), focus group discussion, qualitative observation

Furthermore, students can apply tools for research management (citation and referencing software) and analysis of empirical data (PSPP/SPSS).

Personal competence:

Students train their competences of self-responsible and self-guided work by fulfilling a specific task in a research project and therefore contribution to the final result and the joint project report.

Social competence:

Students have to closely cooperate to carry out a research project as a group work during the semester and to contribute to this joint project. Good and smooth cooperation in the working group is a prerequisite for the successful implementation of the joint research project.

## **Applicability in this and other Programs**

Modules where seminar papers and scientific presentations are composed.

Bachelor thesis

## **Entrance Requirements**

Personal and Scientific Development.

Applied Statistics and Data Analysis.

## **Learning Content**

1. Introduction to research
  - 1.1. Terms and classification
2. Research designs



- 2.1. Qualitative design
- 2.2. Quantitative design
- 2.3. Mixed-methods design
- 3. Quality criteria
  - 3.1. Objectivity
  - 3.2. Validity
  - 3.3. Reliability
- 4. Using scientific literature
- 5. Sampling
  - 5.1. Sampling methods
  - 5.2. Sample size
- 6. Data collection
  - 6.1. In-depth interview
  - 6.2. Focus-group discussion
  - 6.3. Questionnaire survey
- 7. Data analysis
  - 7.1. Analysis of qualitative data
  - 7.2. Analysis of quantitative data
- 8. Presenting research results
  - 8.1. Presenting qualitative results in research
  - 8.2. Presenting quantitative results - creating graphs
  - 8.3. Planning and executing presentations
  - 8.4. Writing research reports / research articles
  - 8.5. Creating scientific posters
- 9. Research management
  - 9.1. Planning research projects
  - 9.2. Creating research proposals

## Teaching Methods

Seminaristic teaching combining topic-oriented lectures, group work, group presentations and classroom discussions.

Students conduct a joint research project with clearly defined tasks. The lecturer(s) support(s) the students in this process of self-organized and self-responsible learning.



Students are encouraged to actively participate in course by choosing appropriate didactical methods.

## Recommended Literature

Basic literature:

Brunt, P. (2017). *Research Methods in Tourism, Hospitality & Events Management*. London: Sage.

Veal, A.J. (2018). *Research Methods for Leisure and Tourism*. 5th edition. Harlow: Pearson.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association, Sixth Edition*. Washington, DC.

Recommended literature:

Creswell, J. W. (2014). *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage.

Cortinhas, C. & Black, K. (2012). *Statistics for Business and Economics*. Hoboken: Wiley.

Halter, C. (2017). *The PSPP Guide. Second Edition. An Introduction to Statistical Analysis*. San Diego: Creative Minds.

Camões, J (2016). *Data at Work: Best Practices for Creating effective Charts and Information Graphics in Microsoft Excel*. San Francisco: New Riders.

PSPP-Manual online: <https://www.gnu.org/software/pspp/manual/pspp.html>

Additional material (articles from scientific journals, conference proceedings) is presented in course and provided to students on iLearn platform



## T206 MEDICAL BASICS FOR HEALTH TOURISM PROFESSIONALS

Module code	T206
Module coordination	Prof. Dr. Melanie Kappelmann-Fenzl
Module Group	Medical Tourism
Course number and name	T206 Medical Basics for Health Tourism Professionals
Lecturer	Prof. Dr. Melanie Kappelmann-Fenzl
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

After successfully completing the module, students will be able:

- to understand the basic medical objectives in anatomy and physiology and biochemistry and their relation to each other
- to understand and describe changes in human motor skills across the lifespan
- to analyze the different beneficial effects of physical activity and their results on health outcomes
- to understand the interrelation of cognitive and motor functions in life development and the benefit of regular physical activity
- to understand the molecular, physical and mental alterations due to life style and environment



## Applicability in this and other Programs

The competences transferred within this module are used in further modules: nature based and sports tourism, applied destination management, contemporary issues in international health tourism.

## Entrance Requirements

none

## Learning Content

- Human development and aging
- Basics in anatomy and physiology of the different organ systems within the human body
- Nutrition and weight control
- Dysfunctionalities of the organ systems and their effects on physical activity
- Molecular alterations and their effects on cardiac rhythm, metabolism, the nervous system and biomechanics

## Teaching Methods

The module consists of a lecture part with blended learning components, including practical exercises and interactive discussions on current topics. The lecture part will prepare students' basic knowledge on medical objectives and the practical exercises as well as the interactive discussions will practice students' critical thinking skills. They will be encouraged to study respective literature for a substantive discussion in class. The practical exercises will provide the opportunity to deepen the gained knowledge and to learn about the complexity of the human body by taking all the learning objectives into relation. The outcome of these small-scale exercises and discussions on current literature will be presented as a poster in class.

## Recommended Literature

Åstrand, P.-O. (2003). Textbook of work physiology: Physiological bases of exercise (4. ed.). Champaign, IL: Human Kinetics.

Clark, R. K. (2005). Anatomy and physiology: Understanding the human body. Sudbury, Mass.: Jones and Bartlett Publishers.

McArdle, W. D., Katch, F. I., & Katch, V. L. (2015). Exercise physiology: Nutrition, energy, and human performance (8. ed.). Philadelphia, Baltimore, New York, London: Wolters Kluwer Health.



## T207 LEGAL ASPECTS OF TOURISM

Module code	T207
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Tourism Management
Course number and name	T207 Legal Aspects of Tourism
Lecturer	Dr. Stephanie Greil-Lidl
Semester	2
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

After completing this model the students will achieve the following learning targets:

#### Professional competences

- The students know the main principles of contract law
- They can describe and divide different types of contracts
- The students know the different features of liability depending on the type of contract
- They can divide the involved parties in tourism contracts and their legal relationships

#### Methodical competences

- The students are able to read and understand legal codes
- They can handle legal questions and cases



### **Personal competence**

- The students are able to analyze a case and divide the different questions of the case and operate with the features in law
- They can find practical solutions for legal problems

### *Social competence*

- The students know how to work in virtual groups

## **Entrance Requirements**

none

## **Learning Content**

- basic knowledge: German contract law (conclusion, validity and performance of contracts, withdraw rights)
- types of contracts in tourism (purchase agreement, lease agreement, usufructuary lease, package travel contract, brokerage contract)
- special problems of accommodation contracts (classification, binding contracts, cancellation, defects, hotel classification in Germany)
- special liability of innkeepers
- overview Service contract
- the new package travel contract law in 2018 (classification of different contracts, brokerage in tourism, liability, information rights)

## **Teaching Methods**

Lectures, online-lectures, assignments, self-study, discussion panel

## **Remarks**

Virtual classroom, using the I-learn-feature

## **Recommended Literature**

Synodinou, T.-E., Jogleux, P., Markou, C., & Prastitou, T. (Eds.). (2017). *EU Internet Law: Regulation and Enforcement*. Cham: Springer.

Twigg-Flesner, C. (Ed.). (2016). *Research handbook on EU consumer and contract law. Research handbooks in European law*. Cheltenham: Edward Elgar Publishing.



van Leeuwen, B. (2017). *European standardisation of services and its impact on private law: Paradoxes of convergence. Modern studies in European law: volume 68.* Oxford [UK], Portland, Oregon: Hart Publishing.

Weber, F. (2014). *The law and economics of enforcing European consumer law: A comparative analysis of package travel and misleading advertising.* Zugl.: Bologna, Hamburg, Rotterdam, Univ., Diss., 2012 u.d.T.: Weber, Franziska : Towards an optimal mix of public and private enforcement in consumer law: a comparative law and economics analysis of European consumer law enforcement (package travel vs. misleading advertising. *Markets and the law.* Farnham, Surrey, UK, England: Ashgate.

Wrbka, S. (2015). *European consumer access to justice revisited.* Cambridge: Cambridge University Press.



## T301 FOREIGN LANGUAGE III

Module code	T301
Module coordination	Tanja Mertadana
Module Group	Key Competencies
Course number and name	T301 Foreign Language III
Lecturer	Lecturer AWP & Language Center
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	4
Workload	Time of attendance: 60 hours self-study: 60 hours Total: 120 hours
Type of Examination	written ex. 60 min.
Duration of Examination	60 min.
Weight	4
Language of Instruction	English

### Module Objective

The modules Foreign Language I and III aim to equip students with specialized language skills necessary for independent performance in a globalized international tourism management sector. In doing so, it strives to deepen students' relationship with the English language in business and technical settings so that they can effectively and efficiently implement the language as a practical communication tool. International students are recommended to take German as a Foreign Language.

To this end, the module targets instruction of the four cardinal language skills (listening, reading, speaking, and writing) across a wide range of core topics related to international tourism management. Students also craft the content of their own learning through needs analyses and frequent immersive and self-directed projects.

It is essential to the module to optimize fluency and communication skills, as well as to cultivate a clear understanding of the finer points of textual meaning and meaning produced in dialogue with others. Through a variety of task-based speaking, listening and writing activities, students enhance their oral and aural production and expand their ability to produce clear, concise and coherent pieces of writing – emails, reports, or expository paragraphs on processes. Particular emphasis will be placed on honing students' public speaking and team skills through work on a team presentation project for each course.



## Technical English (C1)

On completion of the module students will have achieved the following learning objectives:

### Professional competencies

- Students will have an independent command of specialized business and technical terminology relevant to the field of international tourism management. Command here refers to oral and written production as well as aural and reading comprehension.
- They will be in a position to deploy study skills such as close reading and coherent writing at a C1-level and for use in niche tasks for the international tourism management sector.
- They will have gained substantial knowledge of C1-level language registers – both for formal study contexts and for semi-formal to formal professional contexts.
- They will have gained essential experience in presenting on topics related to business and technical English. The goal here is to include niche knowledge in the protocols of a clearly structured, effectively delivered piece of public speaking.

### Methodological competencies

- Students will have enhanced their abilities to structure the acquisition of specialized terminology and grammatical items and practiced ways to internalize new language that yield optimal learning benefits.
- They will have extended and refined their practical research skills in English by engaging in at least two research projects – for example, by being asked to present on a discipline-specific topic in an individual or team presentation.

### Social competencies

- Students will have gained valuable experience in training other personal effectiveness skills such as team work, integrity, and reliability.
- They will have reflected on the learning benefits derived from several immersion projects.

## German as a Foreign Language

Please see the respective course description.

## Applicability in this and other Programs

English language courses (Foreign Language I + III)



## Entrance Requirements

Technical English (C1): The minimum entry-level requirement is B2/C1-level of English according to the Common European Framework of Reference for Languages (CEFR) or A-level language skills according to the standards of the German education system. Alternatively, experience living abroad or successful participation in a study exchange may be sufficient.

German as a Foreign Language: Upon arrival, the student's German language proficiency is tested by means of a placement test. Depending on the result, the students attend a course of the appropriate level. After the successful completion of a course, students attend an advanced German course in the following semester.

## Learning Content

### Technical English (C1)

Course content is divided across a set of mandatory topics that the lecturer chooses and non-mandatory topics that students elect to work on.

Mandatory topics include, but are not restricted to the following:

- Mathematical operations and numbers
- Measurements and units
- Geometric forms
- Fundamentals of physics (e.g. forces)
- Materials and their properties
- Case study on an area related to technology/design/engineering
- Communication skills (e.g. presentations)
- Grammar items (e.g. passive vs active, tenses, conditionals)

Examples of non-mandatory topics include the following:

- Renewable energy
- E-mobility
- Basic electrical engineering
- Computing



- Geo-information systems
- Work safety

### German as a Foreign Language

Please see the respective course description.

## Teaching Methods

Instruction and learning methods focus on training the four cardinal language skills (speaking, listening, reading, and writing) and on enhancing professional and social competencies. They include group discussions and group projects, individual and team work (e.g. individual and group presentations), real- and role-playing, close reading and listening activities, grammar games, method of loci, running dictations, translations, peer feedback and review, work with learning stations, and various follow-up viewing and writing activities.

Study assignments will be set on a weekly basis.

## Recommended Literature

### Technical English (C1)

Astley, Peter, and Lewis Lansford. *Engineering 1: Student's Book*. Oxford: Oxford UP, 2013. Print.

Bauer, Hans-Jürgen. *English for Technical Purposes*. Berlin: Cornelson, 2000. Print.

Blockley, David. *Engineering: A Very Short Introduction*. Oxford: OUP, 2012. Print.

Büchel, Wolfram, et. al. *Englisch-Grundkurs für technische Berufe*. Stuttgart: Klett, 2001. Print.

engine: Englisch für Ingenieure. Darmstadt. <[www.engine-magazin.de](http://www.engine-magazin.de)>

Foley, Mark, and Diane Hall. *MyGrammarLab*. Harlow: Pearson, 2012. Print.

Glendinning, Eric H., and Alison Pohl. *Technology 2*. Oxford: Oxford UP, 2008. Print.

Glendinning, Eric H. and Norman. *Oxford English for Electrical and Mechanical Engineering*. Oxford: OUP, 2001. Print.

Hollett, Vicki and John Sydes. *Tech Talk: Intermediate*. Oxford: OUP, 2010. Print.

Ibbotson, Mark. *Cambridge English for Engineering*. Cambridge: Cambridge UP, 2008. Print.

Lansford, Lewis, and Peter Astley. *Engineering 1*. Oxford: Oxford UP, 2013. Print.



Möllerke, Georg. *Modern English for Mechanical Engineers*. Munich: Carl Hanser Verlag, 2010. Print.

Puderbach, Ulrike, and Michael Giesa. *Technical English - Mechanical Engineering*. Haan-Gruiten: Verl. Europa-Lehrmittel Nourney, Vollmer, 2012. Print.

### **German as a Foreign Language**

Please see the respective course description.



## T302 COMPLIANCE, PROCESS & QUALITY MANAGEMENT

Module code	T302
Module coordination	Prof. Katerina Volchek
Module Group	Business Administration
Course number and name	T302 Compliance, Process & Quality Management
Lecturer	Prof. Katerina Volchek
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	6
Workload	Time of attendance: 60 hours self-study: 120 hours Total: 180 hours
Type of Examination	assignment
Weight	6
Language of Instruction	English

### Module Objective

Professional competence:

- Students are familiar with the corporate and public law obligations of a company
- They understand the meaning of key terms such as corporate compliance, code of conduct, corporate governance and know their similarities and differences.
- They will be able to define the production of services in the individual segments and understand the respective basics.
- The students understand the holistic approach of service quality in tourism.
- They know the relationship between service quality and customer satisfaction in tourism.

Methodological competence:

- The students are proficient in individual instruments for measuring and analysing the quality of service.



- They are in a position to assess the quality of service, especially from the customers' point of view, with regard to the services offered by tourist service providers.

Personal and social competence:

- The students understand how to make strongly subjective aspects from different perspectives more objective. But they also know the limitations of this.
- The students learn the method of observation

## Entrance Requirements

none

## Learning Content

1. Corporate compliance
  - Corporate compliance
  - Corporate governance
  - Corporate social responsibility
  - Risk management
  - Compliance management system & quality management
2. The concept of quality
  - Determinants of service quality
  - Dimensions of service quality
  - Effects of service quality
3. Analysis & measurement of quality
  - Customer-oriented measuring methods
  - Objectives and subjective measuring methods
  - Event-oriented measurement methods
  - Problem-oriented measurement methods
  - Result-oriented measurement methods
  - Company and management-oriented measurement methods
  - Employee-oriented measurement methods
4. Quality management
  - Dynamische Prozessmodell
  - Total Quality Management (TQM)
  - ISO-Norm 9001:2015
  - GAP-Modell
  - EFQM-Modell



## Teaching Methods

Lectures, group work, surveys, self study

## Remarks

guest lecturer, field trip, survey

## Recommended Literature

Ahuja, R. K. (2016). Service quality management in hospitality and tourism. New Delhi: Random Publications.

Barsalou, M. A. (2016). The quality improvement field guide. Boca Raton, London, New York: CRC Press Taylor & Francis Group.

Besterfield, D. H. (2013). Quality improvement (9. ed., internat. ed.). Boston: Pearson Prentice Hall.

Cudney, E. A. (2017). Design for Six Sigma. Continuous improvement series. Boca Raton: CRC Press.

Foster, S. T. (2017). Managing quality (sixth edition, global edition). Always learning. Boston: Pearson.

Mitra, A. (2016). Fundamentals of quality control and improvement (fourth edition). Hoboken, New Jersey: Wiley.

Montgomery, D. C. (2011). Managing, controlling, and improving quality. Hoboken, NJ: Wiley.

Reimann, G. (2016). Successful quality management according to DIN EN ISO 9001:2015 (1st English edition). Beuth Practice. Berlin: Beuth.



## T303 DIGITAL & SERVICES MARKETING

Module code	T303
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Business Administration
Course number and name	T303 Digital & Services Marketing
Lecturer	Mario Baier
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

This module is designed to broaden the student's knowledge of digital marketing and service marketing in a tourism environment. During this module, theoretical foundations and practical application of marketing of services is examined. Topics include the general nature of services and the marketing mix for services, service encounter, human factor and service quality. This module focuses on the key elements (culture, communications, strategy, operations, people and technology) that marketers must integrate to establish and sustain successful service excellence and provide customer value. While the course examines broad issues in managing service businesses, a core theme is how customer value is created.

Topics include nature of service products, consumer behaviour in service settings, service quality and satisfaction, developing service strategies, managing customer service, service strategies, service recovery and service technologies. Especially the role and consequences of digital technologies on both social relations and marketing practice is explored. Digital technologies are now pervasive, infiltrating many aspects of our lives. They are not only tools to achieve traditional business and marketing goals; they are part of a paradigm shift, with an increasing emphasis on social interaction and consumer collaboration. From this perspective, not only does this module consider implications, opportunities and challenges faced by marketing



practitioners in a digital setting, but it also critically examines what it means for 'consumers' to live in a digital world from a cultural perspective.

Professional and methodological competences:

Students understand and explain the nature and scope of services marketing in a digital world. They use critical analysis to perceive service shortcomings with reference to ingredients to create service excellence. Characteristics and challenges of managing service firms in the modern world are identified and discussed including cultural implications. Students are able explain the social paradigm, which comes along with the rise of digital technologies, and critically discuss its impact for service marketing practices and social life. In this context, they will creatively employ digital marketing tools and strategies to meet service/ marketing goals. Students will be able to critically analyze the suitability and ethics of different digital marketing practices.

Personal and social competences:

Students should develop written and verbal presentational skills. They demonstrate group-work, group-interactions, questioning and listening skills. They will develop argumentation skills in relation to the analysis of digital and service marketing and demonstrate the ability to take part in the creation of a digital marketing campaign.

## Applicability in this and other Programs

The module is based on general service and digital management principles and offers an interface to modules from marketing principles, tourism and destination management as part of the study program "International Tourism Management / Health and Medical Tourism". Especially the modules innovation, product development & service design, entrepreneurship and tour operator management base on this module.

## Entrance Requirements

none

## Learning Content

1. Marketing in the service industry
2. Customer behaviour, customer satisfaction and service quality
3. Managing people for service advantage
4. Positioning services, supplementary and core services
5. Distributing services through physical and electronic channels
6. Marketing in a digital world
7. Exploring the digital 'consumer'
8. Digital marketing strategy
9. Online market research, web analytics and technologies
10. Campaign planning for digital media
11. The ethics of digital marketing: security and privacy



## 12. Marketing for the future: virtual worlds

### Teaching Methods

- Lectures
- Seminar teaching
- Exercises
- Assignment
- Self study

### Remarks

- Excursion
- Guest lectures
- Interdisciplinary field internships

### Recommended Literature

Chaffey, D. & Ellis-Chadwick, F. (2015). Digital Marketing: Strategy, Implementation and Practice. Pearson: Prentice Hall.

Fuchs, C. (2014). Social Media: A Critical Introduction. London: SAGE.

Gilmore, A. (2003). Services Marketing and Management. London: SAGE.

Hudson, S. & Hudson, L. (2017). Marketing for Tourism, Hospitality & Events: A Global & Digital Approach. London: SAGE.

Kasabov, E. & Warlow, A. (2012). The Compliance Business and its Customers. Basingstoke: Palgrave Macmillan.

Kasper, H., Helsdingen, P., Gabbott, M. (2006). Services Marketing Management: A Strategic Perspective. Hoboken/ NJ: Wiley.

Lovelock, C., Patterson, P., Wirtz, J. (2015). Service Marketing: An Asia-Pacific and Australian Perspective. London: Pearson.

Schegg, R. & Stangl, B. (2017). Information and Communication Technologies in Tourism 2017: Proceedings of the International Conference in Rome, Italy, January 24-26. Wiesbaden: Springer.



## T304 STRATEGIC MANAGEMENT & LEADERSHIP

Module code	T304
Module coordination	Prof. Dr. Katerina Volchek
Module Group	Business Administration
Course number and name	T304 Strategic Management & Leadership
Lecturer	Prof. Dr. Katerina Volchek
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Students have deep understanding of core issues of strategic management and leaderships. Students are able to identify problems and can use suitable tools and methods to develop appropriate solutions to various problems in the field.

Professional and methodological competence:

Students understand the topic of strategic management and leadership in organisations and can describe and explain specific concepts and topics within these fields. Students can analyse problems in the field, choose appropriate tools and apply these tools to discuss possible solutions.

Students evaluate different concepts and tools concerning their usability and applicability in the field of tourism (management) and apply these concepts and methods to cases and examples from the field of tourism

Personal competence:

Students train their competences of self-responsible and self-guided work by composing a seminar paper as an individual semester project.



Social competence:

Social competence of students is promoted by the appropriate use of cooperative methods such as group work and moderated discussion.

## **Applicability in this and other Programs**

Foundation for specialised management modules, in particular:

Innovation, Product Development & Service Design, Entrepreneurship, Destination Management, Applied Destination Management and Tour Operator Management

## **Entrance Requirements**

none

## **Learning Content**

1. Introduction to Strategic Management and Leadership
2. Strategic Positioning: External Environment
3. Strategic Positioning: Internal Environment
4. Strategic Choice: Business Level Strategies
5. Strategy Choice: Corporate Level Strategies
6. Strategy Choice: Functional Level Strategies
7. Strategy Development Process: Methods of Development
8. Strategy Development Process: Implementing Strategy and Managing Change
9. Strategy Development Process: Assessment of Strategy and Control
10. Strategic Leadership: The Role of Leadership in Organisation
11. Strategic Leadership: Customer-Focussed Organisations and Corporate Social Responsibility
12. Strategic Leadership: Managing Teams
13. Course Overview

## **Teaching Methods**

Seminaristic teaching combining lecture, exercises, group work, group presentations, classroom discussions. Students are encouraged to actively participate in course by choosing appropriate didactical methods.



Students have to write a seminar paper as individual contribution to course.

## Recommended Literature

### Basic literature:

Lynch, Richard L. *Strategic Management*. Seventh ed. 2018. Web.

Fevzi Okumus, Levent Altinay, and Prakash Chathoth. *Strategic Management in the International Hospitality and Tourism Industry*. Taylor and Francis, 2010. Web.

Johnson, G., Whittington, R., Regnér, P., Scholes, K., & Angwin, D. (2017). Exploring strategy.

Berger, F., & Brownell, J. (2014). *Organizational Behavior for the Hospitality Industry*. Upper Saddle River: Pearson.

### Recommended literature:

Malik, F. (2015). *Managing Performing Living: Effective Management for a New World*. Frankfurt, New York: Campus.

Puranam, P., & Vanneste, B. (2016). *Corporate strategy: Tools for analysis and decision-making*. Cambridge: Cambridge University Press.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association, Sixth Edition*. Washington, DC.



## T305 HOSPITALITY MANAGEMENT

Module code	T305
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Tourism Management
Course number and name	T305 Hospitality Management
Lecturers	Christoph Kinz Anton Leiner
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Professional competence:

- Sound knowledge of the management areas of the hotel industry.
- The students are familiar with the essential characteristics of the hotel business.
- They are able to analyse the hotel industry's markets and identify market entry opportunities.
- The students understand the essential determinants of the hotel and hotel industry
- They are familiar with the tools of hospitality marketing and are able to apply them

Social competence: Students work in groups on a case study

Methodological competence: Students are familiar with various planning and analysis tools for the hotel context

### Entrance Requirements



none

## Learning Content

1. Introduction
2. Selected structural features
  - 2.1. Differentiation possibilities
  - 2.2. Operating modes
  - 2.3. Hotel companies and individual hotels
  - 2.4. Actual changes in the market
  - 2.5. Challenges for the hotelier
3. Production of services
  - 3.1. Services of the hotel business
  - 3.2. Functions of the hotel business
4. Overview of the management areas in the hotel business
  - 4.1. Organisation of the hotel business
  - 4.2. Planning in hotel operations
  - 4.3. Human resource management in the hotel business
  - 4.4. Investment and financing in the hotel business
5. Marketing and Sales Challenges
  - 5.1. Actual situation of hotel distribution
  - 5.2. Online distribution
  - 5.3. Offline distribution
  - 5.4. Effectiveness & efficiency in distribution
  - 5.5. Yield Management

## Teaching Methods

Lectures, self study, group work, case study, field trip

## Remarks

case study, field trip

## Recommended Literature

Bojanic, D. C. (2017). Hospitality marketing management (6 ed.). Hoboken, New Jersey: John Wiley & Sons Inc.

Bowie, D. (2017). Hospitality marketing (3. ed.). London, New York: Routledge.



- Brymer, R. A. (2014). Hospitality (15. ed.). Dubuque, Iowa: Kendall Hunt.
- Chen, J. (2015). Advances in Hospitality and Leisure. Advances in Hospitality and Leisure. Bradford: Emerald Group Publishing Limited.
- Guilding, C. (2014). Accounting essentials for hospitality managers (3. ed.).
- Hudson, S. (2017). Marketing for tourism, hospitality & events. Los Angeles: Sage.
- Mullins, L. J. (2013). Hospitality management and organisational behaviour (5. ed.). Always learning. Harlow: Pearson.
- Ogbeide, G.-C. (2014). Revenue management, cost control, and financial analysis in the hospitality industry (1. ed.). San Diego, Calif.: Cognella.
- Pantelidis, I. S. (2017). The Routledge handbook of hospitality management. London: Routledge.
- Walker, J. R. (2017). Exploring the hospitality industry (3. ed.). Boston: Pearson.



## T306 PROJECT MANAGEMENT

Module code	T306
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Key Competencies
Course number and name	T306 Project Management
Lecturer	Brigitte Hainzer
Semester	3
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

Professional competence: The students can define a project and its process. They know several practical tools and techniques for project management and have the ability to use them within the different stages of a project.

Social competence: The students know communication as a crucial tool in project management. Generationing ideas, the motivating of a team and an effective feedback are known as important social aspects of a project.

Methodological competence: The students are familiar with several project management tools and know how to move projects on to a successful outcome.

Personal competence: The students know tools for motivating team members, for improving creativeness and for giving feedback to team members.

### Entrance Requirements

none

### Learning Content

1. basics of project management



2. scheduling
3. resource management
4. cost management
5. risk management
6. project management and monitoring
7. communication with project participants
8. reporting
9. Implementation of sample projects

## Teaching Methods

lectures, group work, case study, self study

## Remarks

organisation of an event

## Recommended Literature

Alam, M. D. (2016). Project-management in practice. Berlin: Springer.

Ellis, G. (2016). Project management in product development. Amsterdam: Elsevier Ltd.

Karten, B. (2016). Project management simplified. Industrial innovation series. Boca Raton, FL: CRC Press.

Kerzner, H. R. (2017). Project Management Workbook and PMP CAPM Exam Study Guide (12. ed.). Somerset: John Wiley & Sons Incorporated.

Lock, D. (2013). Project management (10. ed.). Burlington: Gower.

Lock, D. (2014). The essentials of project management (4. ed.). Farnham: Gower Publ.

Martinelli, R. J. (2016). Project management toolbox (2. ed.). Hoboken, New Jersey: Wiley.

Newton, R. (2007). Project Management Step by Step, Pearson Education Limited

Meredith, J. R. (2016). Project management (9. ed.). Singapore: Wiley.

Pinto, J. K. (2016). Project management (4. ed.). Always learning. Harlow: Pearson Education.



Schwalbe, K. (2015). An introduction to project management (5. ed.). Minneapolis, MN: Schwalbe Publishing.



## T401 FOREIGN LANGUAGE IV

Module code	T401
Module coordination	Tanja Mertadana
Module Group	Key Competencies
Course number and name	T401 Foreign Language IV
Lecturer	Lecturer of AWP & Language Center
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	written ex. 60 min.
Duration of Examination	60 min.
Weight	2
Language of Instruction	English

### Module Objective

The modules Foreign Language II and IV aim to equip students with specialized language skills necessary for independent performance in a globalized international tourism management sector. As a specialty the students can either choose an English course or vote between other languages such as Italian, Spanish, French or German as a Foreign Language.

#### Presentation skills for technical purposes (C1)

On completion of the module students will have achieved the following learning objectives:

Professional competencies

- Students will have an independent command of specialized technical terminology relevant to the field of international tourism management. Command here refers to oral and written production as well as aural and reading comprehension.
- They will be in a position to deploy study skills such as close reading and coherent writing at a C1-level and for use in niche tasks for the international tourism management sector.



- They will have gained substantial knowledge of C1-level language registers – both for formal study contexts and for semi-formal to formal professional contexts.
- They will have gained essential experience in presenting on topics related to Technical English. The goal here is to include niche knowledge in the protocols of a clearly structured, effectively delivered piece of public speaking.

#### Methodological competencies

- Students will have enhanced their abilities to structure the acquisition of specialized terminology and grammatical items and practiced ways to internalize new language that yield optimal learning benefits.
- They will have extended and refined their practical research skills in English by engaging in at least two research projects – for example, by being asked to present on a discipline-specific topic in an individual or team presentation.

#### Social competencies

- Students will have gained valuable experience in training other personal effectiveness skills such as team work, integrity, and reliability.
- They will have reflected on the learning benefits derived from several immersion projects.

#### **Other languages**

Please see the respective course description.

#### **German as a Foreign Language**

Please see the respective course description.

### **Applicability in this and other Programs**

Foreign Language II and IV are successive language courses in a language of your choice (Italian/French/Spanish) OR English courses.

### **Entrance Requirements**

Presentation skills for technical purposes (C1): The minimum entry-level requirement is C1-level of English according to the Common European Framework of Reference for Languages (CEFR) or A-level language skills according to the standards of the German education system. Alternatively, experience living abroad or successful participation in a study exchange may be sufficient.

Other languages: Please see the respective course description.



German as a Foreign Language: Upon arrival, the student's German language proficiency is tested by means of a placement test. Depending on the result, the students attend a course of the appropriate level. After the successful completion of a course, students attend an advanced German course in the following semester.

## Learning Content

### Presentation skills for technical purposes (C1)

Communication skills for technical contexts, including a review and consolidation of the topics dealt with in Foreign Language III (Technical English (C1)), with a special focus on presentations.

- technical presentations, discussions and negotiations
- commercial correspondence on technical topics
- renewable energies and sustainability
- product and project management
- complaint management, service and repair
- the future of cars
- case study on an area related to technology/design/engineering
- review of some grammar items

### Other languages

Please see the respective course description.

### German as a Foreign Language

Please see the respective course description.

## Teaching Methods

Instruction and learning methods focus on training the four cardinal language skills (speaking, listening, reading, and writing) and on enhancing professional and social competencies. They include group discussions and group projects, individual and team work (e.g. individual and group presentations), real- and role-playing, close reading and listening activities, grammar games, method of loci, running dictations, translations, peer feedback and review, work with learning stations, and various follow-up viewing and writing activities.

Study assignments will be set on a weekly basis.



## Remarks

Visit to a hotel medical clinic

## Recommended Literature

### Presentation skills for technical purposes (C1)

Bonamy, David. *Technical English 4*. Harlow, England: Pearson Education, 2011. Print.

Dunn, Marian, David Howey, and Amanda Ilic. *English for Mechanical Engineering in Higher Education Studies Coursebook*. Reading: Garnet Education, 2010. Print.

engine: Englisch für Ingenieure. Darmstadt. <[www.engine-magazin.de](http://www.engine-magazin.de)>

Ibbotson, Mark. *Professional English in Use Engineering Technical English for Professionals*. Cambridge: Cambridge UP, 2009. Print.

Inch. *Inch, das neue Sprachmagazin für technisches English*. <[inchbyinch.de](http://inchbyinch.de)>

Möllerke, Georg. *Modern English for Mechanical Engineers*. Munich: Carl Hanser Verlag, 2010. Print.

### Other languages

Please see the respective course description.

### German as a Foreign Language

Please see the respective course description.



## T402 COMPULSORY ELECTIVE SUBJECTS OF A GENERAL ACADEMIC NATURE (AWP)

Module code	T402
Module coordination	Tanja Mertadana
Module Group	Key Competencies
Course number and name	T402 Compulsory elective subjects of a general academic nature (AWP)
Lecturer	Lecturer of AWP & Language Center
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 60 hours Total: 90 hours
Type of Examination	course assessment
Weight	2
Language of Instruction	English

### Module Objective

The AWP subjects (Electives) provide the students with the opportunity to gain knowledge and skills in other fields than their chosen field of study. Students can choose both instructor-led inhouse courses and courses of the Virtual University of Bavaria (vhb).

The contents of the courses cover the following areas:

- Languages
- Didactical-educational area
- Social sciences
- Psychological-sociological area
- Technical-scientific area
- Philosophical and socio-ethical area
- Business area



The students can choose their courses from the AWP-module according to their own preferences.

## **Entrance Requirements**

For advanced language courses, students have to prove the required language skills (for example through successful completion of a lower level).

Electives may not have thematic overlaps with the actual study course.

The module can also be chosen by students of other fields of study.

## **Learning Content**

Please see the respective course description.

## **Teaching Methods**

Seminar, exercises, class presentations, classroom pair/group work

## **Recommended Literature**

Please see the respective course description.



## T403 INTERCULTURAL MANAGEMENT

Module code	T403
Module coordination	Prof. Dr. Michelle Cummings-Koether
Module Group	Key Competencies
Course number and name	T403 Intercultural Management
Lecturer	Prof. Dr. Michelle Cummings-Koether
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

#### Module Objective

Intercultural differences have a great influence on management decisions and outcomes. For future managers, intercultural competence is one of the most important requirements for working successfully in a global environment.

Intercultural differences can affect the ability to constructively work together in international environments. Often those differences are not recognized until after misunderstandings have already begun. Many conflicts in international teams can be led back to cultural differences, and the ability to recognize the causes of these conflicts, as well as the ability to rationalize different possibilities to solve these conflicts, is an essential part of being culturally competent. This is especially relevant in the tourism industry. Additionally, cultural competence is essential, when the medical aspect is added to the tourism field.

This ability to recognize and respond appropriately to cultural differences can help lead to more successful working relationships. Intercultural competence is the ability to recognize one's own cultural patterns, and the ability to respond to other's cultural patterns in the best way possible for both sides, and to find way to reduce misunderstandings and conflicts for future cultural interactions.



After completing the course, the students are expected to have the following competences and skills.

**Professional competence and skills:**

- Develop knowledge and understanding of key theories, concepts and models in intercultural communication.
- Familiar with different cultural standardization model, and how to apply these to various cultures.
- The ability to work with other cultures on a common level of understanding, based on an analysis of commonalities and differences.
- To be more effective in international environments
- To better understand and solve cultural problems, and to recognize how these affect international working environments
- To recognize how stereotypes and prejudice play into interactions between cultures
- The ability to differentiate between the different types of cultures

**Method competence:**

The students are able to understand how cultures develop and change over time. They can look at certain behavior in a certain culture, and are able to recognize what cultural standards are driving this behavior, thus being able to adapt their own behavior to be able to react appropriately. They are able to analyze the effectiveness of working with others on various levels, that go beyond skill sets, and look for cultural patterns that work well with their own patterns.

The module examines case studies and readings that focus on general concepts of “culture” as well as in particular on issues of intercultural competence, cultural identity and cultural diversity from a strategic, organizational and management perspective, and how this is visible in the tourism and medical fields.

**Personal and social competences:**

- The ability to understand one’s own cultural patterns and attitude
- The possibility to increase one’s own tolerance for cultural differences
- Increased cultural and emotional intelligence
- Students should develop written and verbal presentational skills. They demonstrate group-work, questioning and listening skills.



## Applicability in this and other Programs

The students will be able to work more effectively in international environments and to communicate more effectively with colleagues from cultures other than their own.

Application of intercultural theory to medical theory.

Students will be more equipped to successfully solve intercultural problems and conflicts, as well as potential miscommunication in the tourism context, due to cultural communication differences.

Increased cultural and emotional intelligence will help them to recognize potential problems and conflicts more effectively, and give them the ability to deescalate these more effectively and quickly.

The students will be able to recognize and apply the most common management methods for intercultural and international settings.

## Entrance Requirements

Fluent in English

## Learning Content

- Relevance of intercultural management
- Intercultural management trends and current theory
- Functions of culture and how these develop
- Cultural standards and how to apply these to various cultures
- How stereotypes and prejudice affect international work environments, with a focus on the tourism and medical fields
- Principles of effective intercultural communication and negotiations
- Culture and management: organization, motivation and leadership in different cultures
- Importance of internationalization for firms and challenges in context of international operations
- Intercultural training
- Creating a connection between the intercultural field and the tourism and medical fields
- Application of intercultural theory to medical theory.

## Teaching Methods

Group discussions, interactive teaching, presentations, project and case studies



## Recommended Literature

Deresky, H. (2017). *International Management: Managing across Borders and Cultures*. New Jersey: Pearson.

Hofstede, G. (2010). *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill.

Kawamura, K.M. (2015). *Cross Cultural Competence. A Field Guide for Developing Global Leaders and Managers*. Bingley: Emerald Group Publishing.

Lewis, R.D. (2005). *When Cultures Collide: Leading Across Cultures*. Boston, MA: Nicholas Brealey International.

Meyer, E. (2016). *The Culture Map*. New York: Public Affairs

Moran, R.T.; Harris, P.R.; Moran, S.V. (2010). *Managing Cultural Differences: Global Leadership Strategies for Cross-Cultural Business Success*. London: Routledge.

Smith, P.B. (2006). When Elephants Fight, the Grass Gets Trampled: The GLOBE and Hofstede Projects: Commentary. *Journal of International Business Studies*, 37(6), pp. 915-921.

Trompenaars, F. & Hampden-Turner, C. (2011). *Riding the Waves of Culture: Understanding Diversity in Global Business*. Boston, MA: Nicholas Brealey International.



## T404 INNOVATION, PRODUCT DEVELOPMENT & SERVICE DESIGN

Module code	T404
Module coordination	Prof. Dr. Katerina Volchek
Module Group	Tourism Management
Course number and name	T404 Innovation, Product Development & Service Design
Lecturer	Prof. Dr. Katerina Volchek
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

The module teaches the basics of innovation management. A major focus is on the development of new products and services. Approaches to classic product development in tourism are combined with the comparatively new perspective of service design.

**Professional competence:** The students know about the meaning and importance of innovation and innovation management. They are familiar with the aspect of product development and service design.

**Social competence:** In joint creative phases, the students develop products and services within the framework of concrete tasks.

**Methodological competence:** The students are familiar of tools for service and product development.

**Personal competence:** The students learned and used creativity techniques in work groups.



## Entrance Requirements

none

## Learning Content

1. Definition and process of innovation
  - innovation and economic cycles
  - invention vs. innovation
  - pull and push factors of innovation
2. The spread of innovation
  - diffusion of innovations
  - basics of innovation strategies
  - tools and methods for developing and analysing innovation strategies
3. Product and service innovation
  - creativity techniques
  - product innovation and competitiveness
  - product development process
  - tools and methods for product development
4. Service design
  - definition and application of "service design"
  - tools and methods for the development of new or improvement of existing touristic services and products
  - service design process
  - service design strategies for tourism companies
5. Conclusion & outlook
  - combining product development and service design
  - service design and product development from a management perspective
  - best-practices



## Teaching Methods

Lectures, assignment, group work, self study

## Recommended Literature

Dodgson, M. (2017). *Innovation Management: A Research Overview (1st ed.)*. State of the Art in Business Research. New York: Routledge.

Dodgson, M., Gann, D. M., & Phillips, N. (Eds.). (2014). *The Oxford handbook of innovation management (First edition)*. Oxford handbooks in business and management. Oxford: Oxford Univ. Press.

Pechlaner, H., Herntrei, M., & Kofink, L. (2009). Growth strategies in mature destinations: Linking spatial planning with product development. *Tourism: an international interdisciplinary journal*, 57(3), 285–307.

Polaine, A., Løvlie, L., Reason, B., & Thackara, J. (2013). *Service Design: From Insight to Inspiration*. La Vergne: Rosenfeld Media.

Sangiorgi, D., & Prendiville, A. (Eds.). (2017). *Designing for service : key issues and new directions*. London: Bloomsbury Academic.

Stickdorn, M. (2011). *This is service design thinking*. Hoboken, NJ: Wiley.



## T405 TOURISM GEOGRAPHY & TOURISM PLANNING

Module code	T405
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Tourism Management
Course number and name	T405 Tourism Geography & Tourism Planning
Lecturer	Nick Naumov
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	6
Workload	Time of attendance: 60 hours self-study: 120 hours Total: 180 hours
Type of Examination	assignment
Weight	6
Language of Instruction	English

### Module Objective

This module focuses on the spheres of activity of social science and in particular on the issues of tourism geography and the tourism industry. Furthermore, it shows its interdependency and necessity of regional planning.

It primarily investigates structures, processes, relationships, interactions and patterns of different fields of geography, on which the open, dynamic and adaptive system of tourism is based in the global context, as well as their integration with or dependence on the conditions and changes in natural regions.

Using a wide range of different international case studies, this module presents and analyses the variety of tourist destinations. It also examines global networking, interdependencies and competitive situations, as well as spin-off and unpredictable effects in relation to historical, socio-cultural, ecological, economic and political conditions and their historical developments and current trends.

In this multi-dimensional, complex environment, regional planning is crucial. In a rapidly urbanizing world, haphazard and uncontrolled growth of cities, regions and destinations, inadequate and inefficient transport systems, lack of basic services and the expansion of informal sector are some of the major challenges. Planning and management of spatial areas is of critical importance in order to mitigate some of the effects of indiscriminate urban expansion and provide a base for sustainable and inclusive development for future.



#### Objectives:

The module gives students the opportunity to recognize and analyze in particular the significance of the unequal general conditions of different fields of geography, i.e. the discrepancies and the mutual dependencies and the consequences resulting from this for tourism in different destinations. Students will be able to evaluate and assess global networking with the resulting competitive situations and interdependencies, and spin-off effects of tourist areas. Furthermore, they learn to research, analyze and interpret the details of a spatial area. In combination with planning, students are provided an integrated perspective of key concepts in spatial planning processes, practices and institutional mechanisms. The module will show the students emerging issues in regional planning and introduce relevant case studies on destination and regional planning practices to appreciate the need for reforms and potential for innovations.

#### Personal competence:

Students should develop written and verbal presentational skills. They demonstrate group-work, questioning and listening skills.

### **Applicability in this and other Programs**

With a detailed understanding of topics related to tourism geography and regional planning, students will understand the interdependency between tourism development and the need for spatial planning. Tourism geography reveals how geographic perspectives can inform and illuminate the study of tourism. The module explores the factors that have encouraged the development of both domestic and international forms of tourism (like health tourism), highlighting ways in which patterns of tourism have evolved and continue to evolve. This makes a planning perspective, especially in a spatial context, obligatory.

Therefore, this module offers an interface to modules from health, tourism and destination management as part of the study program "International Tourism Management / Health and Medical Tourism".

It can also be used esp. in the following modules: nature based & sports tourism, destination management, transport & mobility management, urban & cultural tourism, ethics & sustainability in international tourism.

### **Entrance Requirements**

none



## Learning Content

### Lectures

1. Introduction to the geography of tourism I ? basic definitions and approaches, the relationship between geography and tourism
2. Introduction to the geography of tourism II. Sub-disciplines/areas of tourism geography: Physical environment; Economic environment; Social environment; Cultural environment
3. General spatial trends of international tourism ? UNWTO tourism macro regions, their share in international outbound tourism, the role of tourism in world economy, top 10 tourism destinations (number of visitors, receipts, expenditure)
4. The complex system of tourism ? analysis of the elements of the tourism system from the point of view of planning, demand, supply, requirements of a tourism destination (5 A?s), tourism value chain
5. The impacts of tourism ? negative and positive impacts of tourism, overtourism, aspects of sustainability and responsibility
6. Tourism trends and counter trends ? the system of tourism trends and counter trends, spatial tourism trends (new aspects compared to week 3); demand trends; digital culture trends
7. Regional tourism geography I. ? The British Isles
8. Regional tourism geography II. ? Northern Europe
9. Regional tourism geography ? Presentations of students
10. Concept, definition, structure and classification of the tourism product
11. Introduction to and importance of the planning and development of tourism products
12. Introduction to and importance of regional tourism planning
13. Introduction to and importance of tourism policy ? the role of the state in tourism planning and management, regional destination management
14. Tourism and competitiveness
15. Aspects of innovation-oriented tourism planning, the niche as the future of competitive tourism product development

### Seminars

Week 1: Short videos (2-5 minutes) will be presented related to some extra topics of the lecture. Individual student seminar work ? answering questions with short essays



or providing and short explanation of examples. Students will be asked to form groups of 4 (altogether 10 groups are expected).

Week 2: Short videos (2-5 minutes) will be presented related to some extra topics of the lecture. Individual student seminar work ? answering questions with short essays or providing and short explanation of examples.

Week 3: Introduction to the analysis of a regional tourism destination (30-40 minutes lecture). Groups will be asked to find a tourism destination/country, which on week 9 will be introduced and discussed in a 30 minutes presentation (based on the requirements provided by the tutor)

Week 4: Short videos (2-5 minutes) will be presented related to some extra topics of the lecture. Individual student seminar work ? answering questions with short essays or providing and short explanation of examples.

Week 5: Short videos (2-5 minutes) will be presented related to some extra topics of the lecture. Individual student seminar work ? answering questions with short essays or providing and short explanation of examples.

Week 6: Short videos (2-5 minutes) will be presented related to some extra topics of the lecture. Individual student seminar work ? answering questions with short essays or providing and short explanation of examples.

Week 7: Short videos (2-5 minutes) will be presented related to some extra topics of the lecture. Individual student seminar work ? answering questions with short essays or providing and short explanation of examples.

Week 8: Short videos (2-5 minutes) will be presented related to some extra topics of the lecture. Individual student seminar work ? answering questions with short essays or providing and short explanation of examples.

Week 9: Regional tourism geography ? Presentations of students

Week 10: After the lecture, student groups will choose one type of tourism product (preferably chosen from the previously presented country's tourism industry) that will be analysed from the point of view of the aspects of tourism product development. During the seminar, the groups reveal the present state of the chosen product and provide a short essay for the tutor at the end of the class.

Week 11: Based on the content of the lecture, the student group works on their approach of the detected planning and development aspects of the previously chosen tourism product. During the group work the students continuously stay in touch (ask, consult) with the tutor.

Week 12: Student group presentations (cca. 20 minutes) about their tourism product development strategy.

Week 13: Student group presentations (cca. 20 minutes) about their tourism product development strategy.



Week 14: Student group presentations (cca. 20 minutes) about the detected state and regional level tourism policy of the chosen country.

Week 15: Student group presentations (cca. 20 minutes) about the detected state and regional level tourism policy of the chosen country.

## Teaching Methods

- Exercises
- Self study
- Seminar teaching

## Remarks

- Excursion
- Guest lectures
- Interdisciplinary field internships

## Recommended Literature

Berke, P.R. et al. (2006). Urban Land Use Planning. Urbana/Chicago: University of Illinois Press.

Birch, E. & Birch, L. (ed.) (2009). The Urban and Regional Planning Reader. London: Routledge.

Boniface, B.; Cooper, R.; Cooper, C. (2016). Worldwide Destinations: the geography of travel and tourism. Oxford: Butterworth-Heinemann.

Boniface, B. & Cooper, C. (2009). Worldwide Destinations Casebook. The Geography of Travel and Tourism. London: Routledge.

Charles, R.; Goeldner, J.R.; Ritchie, B.; McIntosh, R.W. (2011). Tourism: Principles, Practices, Philosophies. Hoboken: Wiley-Blackwell.

Curtis, C. et al. (2009). Transit Oriented Development: Making It Happen. Surrey: Ashgate Publishing.

Dimitriou, H. T. (2013). Transport Planning for the Third World Cities. London: Routledge.

Hall, C.M. & Page, S.J. (2014). The Geography of Tourism and Recreation: Environment, Place and Space. London: Routledge.

Hall, P. & Tewdwr-Jones, M. (2010). Urban and Regional Planning. London: Routledge.



Hall, P. (2014). *Cities of Tomorrow - An Intellectual History of Urban Planning and Design Since 1880*. Hoboken: Wiley-Blackwell.

Hudman, L.E.; Jackson, R.H. (2002). *Geography of Travel & Tourism*. Boston/ MA; Delmar Cengage Learning.

Lew, A.A. (2017). *New Research Paradigms in Tourism Geography*. London: Routledge.

Moseley, M.J. (ed.) (2003). *Local Partnerships for Rural Development. The European Experience*. Cambridge: CABI.

Widawski, K. & Wyrzykowski, J. (eds.) (2017). *The Geography of Tourism of Central and Eastern European Countries*. Wiesbaden: Springer.

Williams, S. (2009). *Tourism Geography. A New Synthesis*. London: Routledge.



## T406 MEDICAL WELLNESS & SPA MANAGEMENT

Module code	T406
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Medical Tourism
Course number and name	T406 Medical Wellness & Spa Management
Lecturers	Prof. Dr. Marcus Herntrei Dr. Kurt von Storch
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

The module teaches students the basics of Medical Wellness & Spa Management:

**Professional competence:** After attending this course, the students have knowledge about the spa and wellness market. They can classify the wellness trend with its key drivers into the health care market. They know the different spa forms and services. They are familiar with the current management challenges.

**Social competence:** The students know about conflicting target groups

**Methodological competence:** In addition, the students have know instruments, processes and tools necessary for the development and management of spa and wellness facilities.

**Personal competence:** The students are motivated to think about the consequences of changes in the tourism system, such as demographic change, health trends, changes in social and health policy

### Entrance Requirements

none



## Learning Content

### 1. Introduction

The students learn about the development of the wellness paradigm, its important milestones and personalities. The demarcation of the school medicine approach as well as the use of both approaches for the spa industry are being worked out. It is classified into health care.

### 2. The wellness & spa market

The students get an overview of the developments in the spa and wellness market. The demand as well as the offer side are considered. The first and second health care market in Germany as well as the consequences of the social reforms are presented and discussed using examples. The German model of the health resort including the predication guidelines are presented and critically questioned by the students.

### 3. The spa facility

The different spa types are presented and separated from one another. A critical examination of the services associated with the spa types and the wellness paradigm.

### 4. Strategic planning

The basic principles of strategic planning already familiar to the students are transferred to the development of spa and wellness facilities and health destinations. Central peculiarities and differences are elaborated.

### 5. Architecture and design

Architecture and design are essential product characteristics and a differentiation factor, which clearly shows the gap to the first health care market. The students are taught the basics of staging experience, which are illustrated by numerous practical examples from the spa and wellness area.

### 6. Marketing and management

The special features in the marketing of spa and wellness facilities are shown. On the basis of existing marketing concepts, the students are asked to critically question and to show improvement approaches.

## Teaching Methods

Lectures and seminar lessons;

Exercises and class presentations; self-study

## Remarks

Excursions and guests lecturers



## Recommended Literature

Cohen, M., & Bodeker, G. (Eds.). (2009). *Understanding the global spa industry: Spa management* (1<sup>st</sup> ed.). Amsterdam: Butterworth-Heinemann.

D'Angelo, J. M. (2010). *Spa business strategies: A plan for success* (2nd ed.). Clifton Park, N.Y.: Milady.

Smith, M. K., & Puczko, L. (2014). *Health, tourism and hospitality: Spas, wellness and medical travel* (2nd ed.). New York: Routledge.

Tezak, E. (2012). *Successful salon & Spa management* (6th ed.). Clifton Park: Cengage Learning.

Wisnom, M. S., & Capozio, L. L. (2012). *Spa management: An introduction* (1st ed.). Upper Saddle River, N.J, London: Prentice Hall.



## T407 HEALTH CARE MANAGEMENT & HEALTH PROVISION

Module code	T407
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Medical Tourism
Course number and name	T407 Health Care Management & Health Provision
Lecturers	Dr. Jean-Pierre Himpler Jessica Ortiz Huerta
Semester	4
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

This module deals with the structural and economic framework conditions related to healthcare, as well as with the main features of its political-legal status. Students acquire skills that enable them to identify the main features of decisions related to healthcare and that prepare them to take independent decisions. It discusses the current processes in the interplay between regulation and deregulation of the healthcare market, market economy and backup needs. Broadly speaking, the module provides an introduction to health management and serves as a guideline for healthcare systems, service organisations and the management of healthcare facilities.

The most important fields of activity are: structuring and provision of healthcare services in the international context, which includes mental health, acute care, primary care, chronic disease and integrated provision.

- Use of resources in healthcare: Definition and management of priorities
- Healthcare control



- Technology, research and innovation
- Global health policy: regulation of healthcare systems

Professional and methodological competences: After completing this course, students will be familiar with the fundamental processes of health management. They will be aware of healthcare models and will be able to use this knowledge to classify current situations. In addition, they will have an understanding of the actors and components of healthcare and their interaction in the healthcare market. They will be able to assess current issues and developments in the healthcare market to identify opportunities for their own economic activity and decisions.

Social and personal competencies: In small groups, students will work on current topics in the context of health economy, health policy and medical tourism.

## **Applicability in this and other Programs**

The module is based on the general principles of healthcare and offers an interface to modules related to health and medical tourism as part of the "International Tourism Management/Health & Medical Tourism" course of study, esp. to Contemporary Issues in International Health Tourism.

## **Entrance Requirements**

none

## **Learning Content**

1. Introduction into health management and health provision
2. International health management
3. The current and future challenges of health management
4. Politics of health management and healthcare and the health policy process
5. Research and innovation in a health context
6. Financing healthcare
7. Allocating resources for health
8. Global health policy
9. Health and well-being
10. Healthcare services
11. Infrastructure of healthcare
12. Patient and public involvement



13. Governance and accountability

14. Main principles for the management of health organizations

15. Health & medical tourism

## Teaching Methods

- Exercises
- Self study
- Seminar teaching

## Remarks

- Excursion
- Guest lectures
- Interdisciplinary field internships

## Recommended Literature

Acton, Q.A. (2012). *Issues in Healthcare Management, Economics, and Education: 2011 Edition*. Atlanta: Scholarly Editions.

Botterill, D. et al. (2013). *Medical Tourism and Transnational Health Care*. Houndmills: Palgrave Macmillan.

Burns, L.R., Bradley, E.H., Weiner, B.J. (2011). *Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior*. Boston: Cengage Learning.

Cohen, I.G. (2015). *Patients with Passports: Medical Tourism, Law and Ethics*. New York: Oxford University Press.

Hodges, J.R. et al. (2012). *Risks and Challenges in Medical Tourism: Understanding the Global Market for Health Services*. Santa Barbara: Praeger.

Lindsay C. et al. (2015). *New Perspectives on Health, Disability, Welfare and the Labour Market. Broadening Perspectives in Social Policy*. Hoboken: John Wiley & Sons.

Walshe, K. & Smith, J. (Ed.) (2016). *Healthcare Management*. London: Mc-Graw-Hill Education.



## T501 INTERNSHIP (18 WEEKS)

Module code	T501
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Practical Competence
Course number and name	T501 Internship (18 weeks)
Semester	5
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	0
ECTS	26
Workload	Time of attendance: 0 hours self-study: 780 hours Total: 780 hours
Weight	26
Language of Instruction	English

### Module Objective

The general objective of the module is that students should apply the knowledge they have acquired in practice, and simultaneously learn about the operational processes in a tourism organisation. Students should be introduced to the work performed by a tourism manager by independently working on concrete operational and process-regulatory tasks in companies and organisations and thereby learn how to tackle problems competently and find solutions for the most varied and diverse of situations.

In addition, the internship semester offers the participants an opportunity to improve their cooperation and communication skills by making presentations or presenting reports of what they have achieved.

Training objective of internship:

- Participants should get an overview of the working methods in the divisions of a tourism organisation.
- Insight into the complexity of operations in the tourism industry.
- Knowledge of modern work processes to solve complex issues.
- Introduction to competence for action in the tourism industry as well as an introduction to working as a tourism manager through independent participation in concrete operational, process-regulatory tasks; acquisition of problem-solving skills.



## Entrance Requirements

The regulations are provided under §8 in the Study and Examination Regulation for the "International Tourism Management / Health & Medical Tourism" course of study.

## Learning Content

Training content of internship:

Wherever possible, students should assist in tasks that are related to their future competence fields, and complete sub-tasks independently and with individual responsibility. The degree of difficulty of these tasks should be commensurate to the level of training and subsequent work as Bachelor of Arts.

The minimum internship period in the training organisation must not be less than 18 full weeks. Together with the two PLV blocks, this makes it a minimum required internship period of 20 weeks (compare §2 (2) of the Framework Examination Regulation (RaPo)). It is possible to shorten the internship period in certain individual cases (e.g., if a student has completed vocational training).

Practical study phases are an integral part of the complete standard period of study and are completed as an ongoing process and not in a row (§8 Practical Study Phases, Study and Examination Regulation StPrO WS17/18).

The internship can also be completed abroad.

In addition, extensive information in the form of separate FAQs is available for the students on the Internet.



## T502 BLOCK SEMINAR TO ACCOMPANY THE INTERNSHIP (PLV) 1

Module code	T502
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Practical Competence
Course number and name	T502 Block Seminar to accompany the internship (PLV) 1
Semester	5
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	course assessment
Weight	2
Language of Instruction	English

### Module Objective

Consolidation of the skills acquired in practice through contemporary work processes in the tourism divisions of an organisation or in administration departments by combining theory and practice.

### Entrance Requirements

none

### Learning Content

In addition to the 18 weeks in a training organisation, students need to complete two PLV weeks during the internship semester.

The first PLV week comprises Career Service seminars. PLV are practice-oriented courses which students must have attended by the start of the internship semester in the 5th semester. Every student is required to attend three seminars from the "Study and Personality Competence" category and two seminars from the "Professional Competence" category. Students can download the confirmation form for the seminars from iLearn.



Students are responsible for completing the five seminars by the beginning of the internship. They can sign up for the Career Service seminars at [www.th-deg.de/seminare/ec](http://www.th-deg.de/seminare/ec). Different seminars are offered every semester.



## T503 BLOCK SEMINAR TO ACCOMPANY THE INTERNSHIP (PLV) 2

Module code	T503
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Practical Competence
Course number and name	T503 Block Seminar to accompany the internship (PLV) 2
Semester	5
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	course assessment
Weight	2
Language of Instruction	English

### Module Objective

- Consolidation of the skills acquired in practice through contemporary work processes in the tourism divisions of an organisation or in administration departments by combining theory and practice.
- Reflection on practical experience.

### Entrance Requirements

none

### Learning Content

The second PLV is offered as a block event (date to be announced). Registration for the PLV is carried out in the corresponding iLearn course for that particular semester.



## T601 BACHELOR THESIS TUTORIAL (SCIENTIFIC WORKSHOP)

Module code	T601
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Tourism Management
Course number and name	T601 Bachelor Thesis Tutorial (Scientific Workshop)
Lecturer	Prof. Dr. Marcus Herntrei
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	assignment, course assessment
Weight	5
Language of Instruction	English

### Module Objective

The tutorial for the Bachelor thesis is concerned with the acquisition and application of in-depth knowledge in planning, implementation and evaluation of tourism studies with a theoretical or empirical basis. The intention is for the bachelor thesis to demonstrate that the respective student is capable of processing a subject specific theme independently and structuring a scientific work in an appropriate manner both linguistically and formally. Students gain the competence to break down the processes in their bachelor thesis into different stages of development and to present these in a scientific manner.

During the module, students will learn how to find a topic, how to identify a specific problem and how to develop a certain question (or questions) related to the problem for their bachelor thesis. They have to decide which research methods they would like to take and give reasons for that. A literature review of the current scientific discussion is essential. Based on that, students will write a proposal for their future thesis they need to apply for at the supervisor. The student will present his/her proposal in an internal public lecture followed by a discussion at the end. This will give the student the opportunity to get direct feedback from the auditory. The supervisor advises the student with regard to presentation tools and points out common mistakes.



Professional and methodological competences:

The intention is for the students to acquire the ability, with guidance, to process a tourism issue scientifically utilizing professional methods. They learn how one identifies a tourism issue, researches in literature, and selects and applies suitable methods in response to the issue or question.

Personal and social competence:

Through the obligatory work with literature, the bachelor thesis tutorial explicitly promotes the development of knowledge acquiring strategies. Participants acquire the competence to present and defend their work in a scientifically sound manner during a plenary session for students. Furthermore, the presentation of working results in tourism studies in a written and oral form is explicitly required by future employers and therefore highly promoted.

## **Applicability in this and other Programs**

The module is the preparation period, in which the students are acquainted with the requirements for the bachelor thesis.

## **Entrance Requirements**

none

## **Learning Content**

1. Definition of the topic & research questions
2. Literature review
3. Explicit wording of the topic
4. Description of the necessary preparatory work – corresponding time schedule
5. Discussion of the research design
6. Elaboration of the preliminary structure
7. Development of proposal
8. Presentation and discussion of proposal
9. Further development of scientific work

## **Teaching Methods**

- Exercises
- Self study



- Seminar teaching

## Remarks

- Excursion
- Guest lectures
- Interdisciplinary field internships

## Recommended Literature

Anson, C.M. & Schwegler, R.A. (2005). The Longman Handbook for Writers and Readers. London: Pearson Education<sup>4</sup>.

Brunt, P.; Horner, S.; Semley, N. (2017). Research Methods in Tourism, Hospitality & Events Management. London: SAGE.

Coles, T.; Duval, D.T.; Shaw, G. (2013). Student's Guide to Writing Dissertations and Theses in Tourism Studies and Related Disciplines. Abingdon: Routledge.

Finn, M.; Walton, M.; Elliott-White, M. (2000). Tourism and Leisure Research Methods: Data Collection, Analysis, and Interpretation. London: Pearson Education.

Jennings, G. (2011). Tourism Research. Hoboken/ NY: Wiley.

Phillimore, J. & Goodson, L. (2004). Qualitative Research in Tourism: Ontologies, Epistemologies and Methodologies. London: Psychology Press.

Ritchie, B.W.; Burns, P.; Palmer, C. (2005). Tourism Research Methods: Integrating Theory with Practice. Wallingford: CABI.

Veal, A.J. (2006). Research Methods for Leisure and Tourism: A Practical Guide. London: Pearson Education.



## T602 NATURE-BASED & SPORTS TOURISM MANAGEMENT

Module code	T602
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Tourism Management
Course number and name	T602 Nature-based & Sports Tourism Management
Lecturer	Yuliya Tsvilik Sebastian Markov
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

In addition to passive aspects such as the classic spa operation, modern health tourism increasingly includes active elements. Numerous studies prove the positive effect of a natural environment (e. g. forest, low mountain landscape) on the human body. Consequently, health-promoting, sporting activities should be transferred to a natural environment. This module enables students to develop appropriate products and services.

**Professional competence:** The students know the most important nature-bound health tourism products and offers and the necessary basic conditions. The students are familiar with instruments that enable them to carry out product development. They are aware about the potentials conflicts between tourism, agriculture and forestry.

**Methodological competence:** The students know tools for product development.

**Social competence:** In this context, the students also know the special needs of people with disabilities, who have these in nature experience based tourism products.

**Personal competence:** The students are encouraged to think about the value of the natural environment and the potential negative effects of the built environment.



## Applicability in this and other Programs

The module offers an interface to the module applied destination management.

## Entrance Requirements

none

## Learning Content

1. Introduction
2. Natural resources in health tourism
  - 2.1. Natural resources
  - 2.2. Therapeutic landscapes
3. Nature based health and active tourism
  - 3.1. Hiking
  - 3.2. Biking
  - 3.3. Nature based trend sports
4. Product development in nature based health tourism
  - 4.1. Strategic product development
  - 4.2. Case study

## Teaching Methods

lectures, field trip, self study, group work, case study

## Remarks

field trip

## Recommended Literature

Buckley, R. (2006). Adventure tourism. Wallingford, UK, Cambridge, MA: CABI Pub.

Fredman, P., & Tyrväinen, L. (2010). Frontiers in Nature?Based Tourism. Scandinavian Journal of Hospitality and Tourism, 10(3), 177–189.

Joseph S. Chen, Nina K. Prebensen (Ed.). (2017). Nature tourism. Routledge studies in contemporary geographies of leisure, tourism and mobility. London: Routledge.



Laing, J., & Frost, W. (2014). Explorer travellers and adventure tourism. *Tourism and cultural change*: Vol. 40. Bristol, Buffalo: Channel View Publications.

Marcus, C. C., Sachs, N. A., & Ulrich, R. S. (2014). *Therapeutic landscapes: An evidence-based approach to designing healing gardens and restorative outdoor spaces*. Hoboken, New Jersey: Wiley.

Pröbstl, U., Wirth, V., Elands, B.H.M., Bell, S. (Ed.). (2010). *Management of recreation and nature based tourism in European forests*. Berlin: Springer.

Tisdell, C. A., & Wilson, C. (2012). *Nature-based tourism and conservation: New economic insights and case studies*. Cheltenham, U.K.: Edward Elgar.



## T603 ENTREPRENEURSHIP

Module code	T603
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	Tourism Management
Course number and name	T603 Entrepreneurship
Lecturers	Andrea Kahr Hendrike Werwigk
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

Entrepreneurship and innovation are important drivers for success in any industry. This is particularly so in the dynamic and rapidly evolving industries worldwide. This module examines key issues in entrepreneurship, with a special focus on tourism. Tourism industry is dominated by small and medium-sized enterprises all around the world. There is a need for an entrepreneurial approach to management in both the development of new businesses and in existing businesses. Such an approach is appropriate for both large and small businesses whether they be in the private or public sector of economies. Low barriers mean that independent entrepreneurship is a realistic prospect for graduates. This module addresses this need.

Professional and methodological competences:

Students should develop a critical understanding of the nature of enterprise, entrepreneurship and innovation within the industries to get actual entrepreneurial competence/skills. The module will consider entrepreneurship in a range of business contexts - large and small businesses, private and public sector businesses, regional, national and international businesses. Students will examine the nature and implications of the considerable body of entrepreneurship theory. Furthermore, the



module should encourage greater awareness of entrepreneurship and innovation amongst students and to develop entrepreneurial competencies.

Personal and social competences:

Students should develop written and verbal presentational skills. In its core are creative problem solving and idea generation, scenario development of different business ideas and feasibility testing and negotiating for resources, debating and presenting ideas and positions. They demonstrate group-work, questioning and listening skills.

## **Applicability in this and other Programs**

The module is based on general business management principles and offers an interface to modules from health, tourism and destination management as part of the study program "International Tourism Management / Health and Medical Tourism".

## **Entrance Requirements**

none

## **Learning Content**

1. Defining, characterizing and developing general concepts to understand entrepreneurship
2. Concepts of entrepreneurship
3. Enterprise environment and enterprise culture
4. Strategic aspects of entrepreneurship
5. Ethnic entrepreneurship and entrepreneurship in an international context
6. Business opportunity recognition and concept development
7. Intrapreneurship and social entrepreneurship
8. Entrepreneurial aspects of franchising
9. Role of government and government agencies in entrepreneurship
10. Feasibility and case studies

## **Teaching Methods**

- Exercises
- Self study



- Seminar teaching

## Remarks

- Excursion
- Guest lectures
- Interdisciplinary field internships

## Recommended Literature

Ateljevic, J. & Page, S.J. (eds.) (2009). *Tourism and Entrepreneurship*. Abingdon: Routledge.

Blackburn, R.A. & Schaper, M.T. (2016). *Government, SMEs and Entrepreneurship Development: Policy, Practice and Challenges*. London: Routledge.

Bolton, B. & Thompson, J. (2013). *Entrepreneurs: Talent, Temperament and Opportunity*. London: Routledge.

Bridge, S. & O'Neill, K. (2012). *Understanding Enterprise: Entrepreneurship and Small Business*. Basingstoke: Palgrave Macmillan.

Hatten, T.S. (2015). *Small Business Management: Entrepreneurship and Beyond*. Boston/ MA: Cengage Learning.

Kaplan, J. & Warren, A. (2013). *Patterns of entrepreneurship management*. Chichester: John Wiley & Sons.

Kuemmerle, W. (2005). *Case Studies in International Entrepreneurship: Managing and Financing Ventures in the Global Economy*. New York: McGraw-Hill.

Kuratko, D.F. (2016). *Entrepreneurship: Theory, Process, and Practice*. Boston/ MA: Cengage Learning.

Longenecker, J.G.; Petty, J.W.; Palich, L.E.; Hoy, F. (2013). *Small Business Management*. Boston/ MA: Cengage Learning.

Lowe, R. & Marriott, S. (2012). *Entrepreneurship and Innovation*. Abingdon: Routledge.

Praszkier, R. & Nowak, A. (2011). *Social Entrepreneurship: Theory and Practice*. Cambridge: Cambridge University Press.

Rimington, M.; Williams, C.; Morrison, A. (2009). *Entrepreneurship in the Hospitality, Tourism and Leisure Industries*. Abingdon: Routledge.

Sheldon, P.J. & Daniele, R. (eds.) (2016). *Social Entrepreneurship and Tourism: Philosophy and Practice Tourism on the Verge*. Wiesbaden: Springer.



## T604 CONTEMPORARY ISSUES IN INTERNATIONAL HEALTH TOURISM

Module code	T604
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	Tourism Management
Course number and name	T604 Contemporary Issues in International Health Tourism
Lecturer	Prof. Dr. Georg Christian Steckenbauer Yuliya Tsvilik
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

Students have a very good overview over topics and current problems in international health tourism. They can identify and describe critical areas and analyse specific problems within the field.

Students can analyse the situation of individual providers, describe specific problems and suggest solutions for problems.

Professional and methodological competence:

Students have both the professional and the methodological competence to work on current case studies from the field of health tourism and to develop adequate solutions for specific problems of individual providers.

In particular, analytical methods and tools are used which have been taught in other modules (e.g. Fundamentals of Tourism Management, Fundamentals of Business Administration, Strategic Management and Leadership) and these methods are applied to problems in the field of health tourism.



Students develop presentations including the analyses and solutions for selected cases following scientific standards.

Personal competence:

Students can analyse problems and create appropriate solutions self-responsibly. They are able to structure the process of knowledge acquisition based on prior knowledge and competences and personal working style.

Social competence:

Social competence of students is promoted by the appropriate use of cooperative methods such as group work and moderated discussions.

## **Applicability in this and other Programs**

Bachelor thesis

## **Entrance Requirements**

none

## **Learning Content**

1. Health Tourism: Categorisation and Phenomena
2. History and Development of International Health Tourism
3. Health Tourists
4. Providers and Mediators in International Health Tourism
5. International Mobility, Globalisation and Health Tourism Industry
6. Service Quality in International Health Tourism
7. Evidence-based Health Tourism
8. Emerging Markets in Health Tourism
9. Chances and Challenges for European Health Tourism Providers

## **Teaching Methods**

Seminaristic teaching combining lecture, exercises, group work, group presentations, classroom discussions. Students are encouraged to actively participate in course by choosing appropriate didactical methods.

Students have to create a poster and conduct a poster presentation about a relevant topic in international health tourism (following academic standards).



## Remarks

Teaching is supported by iLearn platform: course materials (presentations, journal articles, cases) are provided to students online.

## Recommended Literature

Basic literature:

Andreeva, A. (2012). Health tourism within the contemporary hospitality industry : issues, challenges and development. Berlin: Uni-Ed.

Botterill, D., Pennings, G., & Mainil, T. (2013). Medical tourism and transnational health care. Houndsmills: Palgrave Macmillan.

Cooper, M., Vafadari, K., & Hieda, M. (2015). Current issues and emerging trends in medical tourism. Hershey, PA: IGI Global.

Lunt, N., Smith, R., Exworthy, M., Green, S., Horsfall, D., & Mannion, R. (2012). Medical Tourism: Treatments, Markets and Health System Implications: A scoping review. Paris: OECD Publications Service.

Smith, M.K. & Puczkó, L. (2017). The Routledge Handbook of Health Tourism. London: Routledge.

Journal:

International Medical Travel Journal. Herts, U.K.: Intuition Communication Ltd.

Recommended literature:

Rask, L. (2016). Health, Tourism and Hospitality: Spas, Wellness and Medical Travel. New York: Scitus Academics.

Additional material (articles form scientific and business journals, case studies...) is presented in course and provided on the iLearn platform.



## T605 DESTINATION MANAGEMENT (GERMAN)

Module code	T605
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Tourism Management
Course number and name	T605 Destination Management (German)
Lecturer	Tim Harms
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Students should be familiarised with current destination management concepts, in particular in an international and health economy context. Based on new structural approaches to destination management, this involves challenges and perspectives in tourism services management. The objective of the module is to give students an in-depth insight into the principles of strategic destination management and to demonstrate the strategic involvement of tourism service providers. The destination is regarded as a holistic strategically spatial unit. Furthermore, the interaction between destination, location and regional management plays a crucial role. Different theories and approaches to destination management are processed from an international perspective. In addition, this module discusses selected strategies for the management of traditional destinations and product and quotation preparation.

Course objectives:

Professional and methodological competences:

After taking this course, students will possess an understanding of the touristic destination as a regional value creation system of complementary sectors and on this basis shall become familiar with the typology of touristic destinations. They will develop an in-depth understanding of specific destination management issues and will



learn how to deal with basic destination management concepts properly and critically. An overview of theoretical approaches for destination differentiation (including geographical, network and system theoretical and microeconomic approaches) serves as a basis for understanding the impact of the spatial structure on value creation processes for destinations. Students are therefore able to classify the impacts of different demand conditions on the ability to evolve and the competitiveness of destinations. They will obtain a basic understanding of current trends and challenges in an intercultural and interdisciplinary context. The insight into application-oriented implementation of selected issues creates a pathway to practical issues.

Social and personal competence:

In small groups, the students will deal with current destination management issues in the context of the health economy and internationalisation.

This module is taught in German as its rather theoretical nature aims to create a pathway to the Applied Health Destination Management (T705) module (implementation-orientated projects in the region).

## **Applicability in this and other Programs**

The module is based on general economic and geographic principles relating to tourism and offers an interface to Business Administration and Health Tourism modules within the scope of the "International Tourism Management/ Health and Medical Tourism" degree programme.

## **Entrance Requirements**

T106 "Fundamentals of Tourism Management" or T406 "Medical Wellness and Spa Management" provide a useful background or complement this module

## **Learning Content**

1. Destination structure and organisation
2. Destination as a regional value creation system
3. Destination differentiation approaches
4. Destination management as a holistic approach
5. Demand conditions in destinations
6. Competitiveness of destinations
7. Planning and governance approaches
8. Destination branding
9. Outlook and future development in destination management



## 10. The future of destination management

### **Teaching Methods**

- Exercises
- Self study
- Seminar teaching

### **Remarks**

- Excursion
- Guest lectures
- Interdisciplinary field internships

### **Recommended Literature**

Capone, F. (eds.) (2015): Tourist Clusters, Destinations and Competitiveness: Theoretical Issues and Empirical Evidences. Oxford: Routledge.

Howie, F. (2010): Managing the Tourist Destination. Boston/ MA: Cengage Learning.

Morrison, A.M. (2013): Marketing and Managing Tourism Destinations. Oxford: Routledge.

Ritchie, J. & Crouch, G. (2003): The Competitive Destination. A Sustainable Tourism Perspective. Oxford: CABI Publishing.

Wilson, J. (2012): The Routledge Handbook of Tourism Geographies. Oxford: Routledge.



## T606 TOUR OPERATOR MANAGEMENT

Module code	T606
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	Tourism Management
Course number and name	T606 Tour Operator Management
Lecturers	Prof. Dr. Irfan Arian Prof. Dr. Georg Christian Steckenbauer
Semester	6
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Based on the theory of normative and strategic management, the students understand all the operational processes of tour operators and travel agencies. They are familiar with both and know the differences, similarities and their position in the tourism service chain. The students are familiar with the current competitive situation and they know the common strategies for gaining competitiveness.

**Professional competence:** The students know the terms tour operator and travel agent. They also know their essential characteristics. Furthermore, they are familiar with the changes in the market, especially based on new Internet-based business models, which are presented and discussed in the module.

**Social competence:** The students work in groups on different tasks. Here they practice their presentation and criticizing skills.

**Methodological competence:** The students deepen and expand their knowledge of business analysis and planning tools.

**Personal competence:** Students are encouraged to take a critical look at life cycles and their consequences.



## Applicability in this and other Programs

The module is based on the general and introductory modules for business administration and marketing. In addition, a further important component in the tourism service chain will be covered, linking the module Transport & Mobility Management in the next semester.

## Entrance Requirements

none

## Learning Content

### 1. Tour operator management

- Definitions and terms
- Position and functions in the tourism system
- Current management challenges of tour operators
- The core technological processes of tour operators: the value chain
- The importance of yield management
- Channel Management

### 3. Travel Agencies

- Definitions and terms
- Position and functions in the tourism system
- Current management challenges for travel agencies

### 4. New business models and outlook

## Teaching Methods

Lectures and seminar lessons;

Exercises and class presentations; self-study

## Remarks

guest lecturers



## Recommended Literature

Bhatia, A. K. (2014). The business of travel agency & tour operations management. New Delhi: Sterling Publishers.

Pender, L. (2001). Travel trade and transport. London: Continuum.

Syratt, G. (2016). Manual of travel agency practice (Third edition). London: Routledge, Taylor and Francis Group.



## T701 BACHELOR THESIS

Module code	T701
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Practical Competence
Course number and name	T701 Bachelor Thesis
Semester	7
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	0
ECTS	10
Workload	Time of attendance: 0 hours self-study: 300 hours Total: 300 hours
Type of Examination	bachelor thesis
Weight	10
Language of Instruction	English

### Module Objective

Students show that – based on the theoretical and practical knowledge gained during their studies – they are able to independently resolve a scientifically and practically relevant problem by studying the facts, providing new insights, drawing conclusions and giving recommendations in a limited period of time. They are able to organize their workflow in order to meet the demands of the problems formulated in their thesis, as well as to monitor progress and make necessary amendments. Finally, students are able to document their approach and their results to meet the requirements of a scientific publication.

Professional competence: The students deal with a practically relevant problem and questions in a scientific way.

Social competence: The possibility of data collection and cooperation with companies opens up new perspectives for students.

Methodological competence: The students deepen and apply the methods and instruments learned during their studies.

Personal competence: The students learn to deal intensively with a question over a longer period of time.

### Applicability in this and other Programs

The module is the final element of the study program, with students having to bring together all theoretical and practical skills gained in the course of 7 semesters.



## Entrance Requirements

none

## Teaching Methods

Personal counselling

## Recommended Literature

Anson, C.M. & Schwegler, R.A. (2005): The Longman Handbook for Writers and Readers. London: Pearson Education<sup>4</sup>.

Brunt, P.; Horner, S.; Semley, N. (2017): Research Methods in Tourism, Hospitality & Events Management. London: SAGE.

Coles, T.; Duval, D.T.; Shaw, G. (2013). Student's Guide to Writing Dissertations and Theses in Tourism Studies and Related Disciplines. Abingdon: Routledge.

Finn, M.; Walton, M.; Elliott-White, M. (2000). Tourism and Leisure Research Methods: Data Collection, Analysis, and Interpretation. London: Pearson Education.

Jennings, G. (2011). Tourism Research. Hoboken/ NY: Wiley.

Phillimore, J. & Goodson, L. (2004). Qualitative Research in Tourism: Ontologies, Epistemologies and Methodologies. London: Psychology Press.

Ritchie, B.W.; Burns, P.; Palmer, C. (2005). Tourism Research Methods: Integrating Theory with Practice. Wallingford: CABI.

Veal, A.J. (2006). Research Methods for Leisure and Tourism: A Practical Guide. London: Pearson Education.



## T702 TRANSPORT & MOBILITY MANAGEMENT

Module code	T702
Module coordination	Prof. Dr. Georg Christian Steckenbauer
Module Group	Tourism Management
Course number and name	T702 Transport & Mobility Management
Lecturer	Karmen Mentil
Semester	7
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Students have a sound overview over the broad field of mobility and transportation management in tourism, can identify critical issues and develop solutions for transportation management with a special view on sustainability aspects.

Professional competences:

Students know about the crucial role of transportation to tourism destinations and within destinations and can identify critical factors related to transportation. Students can critically analyse mobility concepts of tourism destinations with particular reference to sustainability issues and aspects of environmental protection.

Students can develop alternatives for existing mobility concepts and create suggestions to improve the ecological balance sheet in tourism destinations.

Personal competence:

Students can analyse problems and create appropriate solutions self-responsibly. They are able to structure the process of knowledge acquisition based on prior knowledge and competences and personal working style.



Social competence:

Social competence of students is promoted by the appropriate use of cooperative methods such as group work and moderated discussion.

## **Applicability in this and other Programs**

Bachelor thesis

## **Entrance Requirements**

none

## **Learning Content**

1. Introduction to the topic of mobility and transport in tourism
2. Modes of transport
  - 2.1. Private transport
  - 2.2. Aviation management
  - 2.3. Railroad management
  - 2.4. Cruise ship management
  - 2.5. Car rental management
  - 2.6. Intermodal use of transport modes in travel and tourism
3. International transport and sustainability
4. Sustainable mobility within tourism destinations
5. Case studies: best practice examples in sustainable transportation management

## **Teaching Methods**

Seminaristic teaching combining lectures, exercises, group work, group presentations, classroom discussions. Students are encouraged to actively participate in course by choosing appropriate didactical methods.

## **Remarks**

Teaching is supported by iLearn platform: course materials (presentations, journal articles, cases) are provided to students online.



## Recommended Literature

Basic literature:

Cohen, Scott A., Higham, James E.S., Gossling, Stefan, & Peeters, Paul (Eds.) (2017). Understanding and Governing Sustainable Tourism Mobility: Psychological and Behavioural Approaches. London: Routledge.

Hall, C. M. (2017). Tourism, public transport and sustainable mobility. Bristol: Channel View.

Recommended literature:

DeLacy, T., Jiang, M., Lipman, G., & Vorster, S. (2014). Green Growth and Travelism: Concept, Policy and Practice for Sustainable Tourism London: Routledge.

Hughes, M., Weaver, D., & Pforr, C. (2015). The practice of sustainable tourism: resolving the paradox. London: Routledge.



## T703 URBAN & CULTURAL TOURISM

Module code	T703
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Tourism Management
Course number and name	T703 Urban & Cultural Tourism
Lecturer	Nick Naumov
Semester	7
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

*Urban and Cultural Tourism* explores the way in which culture and tourism have become a central part of urban regeneration strategies as cities try to adapt to the far-reaching socio-economic changes that have transformed urban spaces over the last 60 years. This module explores the growth and increasing diversity of cultural tourism, the role it plays in urban centers and their regions and the ways in which cities have reinvented themselves as centers of leisure and recreation consumption using major cultural infrastructure investment, heritage commodification, events and festivals.

The relation between the process of elicitation of cultural products and the social, spatial and economic architectures that shape the cityscape influencing the successful results of such process, are investigated through theoretic arguments and the illustration of a number of international case studies.

Professional and methodological competences:

The module shall equip students with a basic understanding of the role culture and tourism play in urban regeneration strategies for the successful management of cultural tourism. Students shall develop a general understanding of the role of arts, museums, galleries and contemporary culture and their management in the context of leisure economy and international tourism. Furthermore, they should understand



practical problems of managing cultural tourism in dynamic urban and semi-urban contexts.

Personal and social competences:

Students develop skills in practical research, observation, creative thinking, tourism product design, fieldwork research, recording and communicating findings.

## **Applicability in this and other Programs**

The module is based on a general understanding for international cultural issues and offers an interface to modules from intercultural, destination and health management as part of the study program "International Tourism Management / Health & Medical Tourism".

## **Entrance Requirements**

none

## **Learning Content**

1. Introduction to heritage, history and culture
2. Defining cultural and heritage tourism - theory and practice
3. Cultural tourist and cultural tourism products
4. Arts and heritage sites
5. Intangible heritage
6. Issues in identity, authenticity, invention of tradition - the tourist gaze
7. Culture and heritage-based urban regeneration - theory and practice
8. Managing cultural quarters and cultural hubs
9. Celebrating culture - spectacle, festivals, fairs and mega-events

## **Teaching Methods**

- Online lectures
- Recorded lectures
- Exercises
- Self study
- Classroom-based seminar teaching



## Remarks

- Excursion
- Guest lectures
- Interdisciplinary field internships

## Recommended Literature

Timothy, D. (2011) Cultural Heritage and Tourism: An Introduction. Bristol, UK: Channel View Publications.

Du Cros, H. & McKercher, B. (2015) Cultural Tourism. London: Routledge.

Park, H. (2014). Heritage Tourism. London: Routledge.

Gold, J.R. & Gold, M.M. (eds.) (2016). Olympic cities: city agendas, planning and the world's games, 1896-2020. London: Routledge.

Hanley, K. & Walton, J.K. (2010). Constructing Cultural Tourism: John Ruskin and the Tourist Gaze. Bristol: Channel View.

Jones, P. & Evans, J. (2008). Urban regeneration in the UK. London: SAGE.

Richards, G. (ed.) (2007). Cultural Tourism: Global and local perspectives. New York: Haworth Press.

Sharpley, R. & Stone, P. (2009). The Darker Side of Travel: the theory and practice of dark tourism. Bristol: Channel View.

Smith, M. & Richards, G. (2013). The Routledge Handbook of Cultural Tourism. London: Routledge.

Smith, M.K. (ed.) (2007). Tourism, Culture and Regeneration. Wallingford: CABI Publishing.

Tallon, A. (2010). Urban regeneration in the UK. London: Routledge.

Timothy, D.J. (2017). Managing Heritage and Cultural Tourism Resources: Critical Essays, Volume One. London: Routledge.

Timothy, D.J. et al. (eds.) (2009). Cultural Heritage and Tourism in the Developed World. London: Routledge.

Urry, J. (2002). The Tourist Gaze. London: SAGE.



## T704 ETHICS & SUSTAINABILITY IN INTERNATIONAL TOURISM

Module code	T704
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Tourism Management
Course number and name	T704 Ethics & Sustainability in International Tourism
Lecturers	Jennifer Huber Anna Marquardt
Semester	7
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	written ex. 90 min.
Duration of Examination	90 min.
Weight	5
Language of Instruction	English

### Module Objective

Professional competence:

The students know the fundamental principles of ethical aspects and sustainable development and their application to tourism. Further they are familiar with the development and forms of ethical and sustainable tourism with a focus on climate change, biodiversity, sustainable development and resilience.

Social competence:

The students have learned to work in groups, constructively discuss and present the results of their work in plenary session and represent them.

Methodological competence:

The students know the methodological framework necessary to analyse and to understand the interrelationships in complex networks between tourism, environment and society.



Personal competence:

The students have first approaches to sustainable tourism implemented independently in practice and addressed sustainability issues in the self-study.

## Entrance Requirements

none

## Learning Content

1 to 4 introduction, main part: projectwork

1. Introduction to ethical and sustainable tourism

- definitions
- why sustainable tourism?
- effects of tourism
- the concept of sustainability and sustainable tourism

2. Challenges for the international tourism

- globalisation
- climate change
- uncertainty
- supply and demand side

3. Sustainable tourism management

- corporate social responsibility and sustainability
- cases of sustainability management along the tourism service chain

4. Outlook

- sustainability and international tourism - a contradiction?
- Resilience and sustainability

5. Projectwork

- Implementation of the acquired knowledge in a defined project

## Teaching Methods

Lectures, self study, group work, field trip



## Recommended Literature

Edgell, D. L. (2016). *Managing sustainable tourism* (2. ed.). London, New York: Routledge.

Fennell, D. A. (2018). *Tourism ethics* (Second edition, reworked and updated.). *Aspects of tourism: Vol. 81*. Blue Ridge Summit, Pennsylvania: Channel View Publications.

Lovelock, B. (2013). *The ethics of tourism* (1. ed.). London: Routledge.

Manente, M. (2014). *Responsible Tourism and CSR. CSR, Sustainability, Ethics & Governance*. Cham: Springer.

Weaver, D. B. (2015). *Sustainable tourism: Theory and practice*. London, New York: Routledge.



## T705 APPLIED DESTINATION MANAGEMENT (GERMAN)

Module code	T705
Module coordination	Prof. Dr. Marcus Herntrei
Module Group	Tourism Management
Course number and name	T705 Applied Destination Management (German)
Lecturers	Prof. Dr. Marcus Herntrei Dr. Viachaslau Nikitsin
Semester	7
Duration of the module	1 semester
Module frequency	annually
Course type	required course
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	presentation 15 - 45 min.
Weight	5
Language of Instruction	English

### Module Objective

In this multi-disciplinary module students will be introduced to the role applied health destination management plays in the modern tourism business in addition to the more traditional planning and control aspects of management. Without a detailed understanding of topics related to health destination management, especially in an international context, students will not be able to successfully operate in an increasingly project-related world. Consequently, they need to be aware of the basic (project) management concepts and standards when working in an international environment. Often fieldwork is the first task being assigned to newly acquired staff making applied management skills a prerequisite for successfully entering the job market.

Professional and methodological competences:

The module provides students with a detailed knowledge about destination management and its practicability. Students will be able to successfully manage a destination in an international environment by considering intercultural challenges. The objective of the module is furthermore to understand and to be able to apply the basic concepts of international destination management and apply these concepts in a real-life environment/ project.



Personal and social competences:

Students will be able to discuss openly and deeply in intercultural teams all matters of the fieldwork. They have to work cooperatively and effectively in a project-related team and will have to present the results.

Due to the fact that the project-related focus is on regional issues, the study language is German.

## **Applicability in this and other Programs**

The module is based on general (project) management principles and offers an interface to modules from health, tourism and destination management as part of the study program "International Tourism Management / Health and Medical Tourism".

## **Entrance Requirements**

none

## **Learning Content**

1. An introduction to applied health destination management
2. Stakeholders and stakeholder analysis
3. Quality and risk management
4. Planning tools and budgeting
5. Methodologies
6. Performance monitoring and control

## **Teaching Methods**

- Seminar teaching
- Self study
- fieldwork

## **Remarks**

- Excursion
- Guest lectures
- Interdisciplinary field internships



## Recommended Literature

- Capone, F. (eds.) (2015). *Tourist Clusters, Destinations and Competitiveness: Theoretical Issues and Empirical Evidences*. Oxford: Routledge.
- Godfrey, K. & Clarke, J. (2000). *The tourism development handbook: a practical approach to planning and marketing*. Boston/ MA: Cengage Learning.
- Hall, M.C. (2010). *Fieldwork in Tourism: Methods, Issues and Reflections (Contemporary Geographies of Leisure, Tourism and Mobility)*. London: Routledge.
- Howie, F. (2010). *Managing the Tourist Destination*. Boston, MA: Cengage Learning.
- Morrison, A.M. (2013). *Marketing and Managing Tourism Destinations*. Oxford: Routledge.
- Pinto, J.K. (2016). *Project Management: Achieving competitive Advantage*. Harlow: Pearson Education.
- Puri, S. & Castillo, D.A. (2016). *Theorizing Fieldwork in the Humanities: Methods, Reflections, and Approaches to the Global South*. Wiesbaden: Springer.
- Ritchie, J. & Crouch, G. (2003). *The Competitive Destination. A Sustainable Tourism Perspective*. Oxford: CABI Publishing.
- Wilson, J. (2012). *The Routledge Handbook of Tourism Geographies*. Oxford: Routledge

