

<i>Courses</i>	<b>Tourism and Leisure and Hotel Management</b>			<i>School year</i>	2020/2021	
<i>Curriculum Unit</i>	<b>Tourist Destinations Management</b>			ECTS	4	
<i>System</i>	<b>Compulsory</b>					
<i>Year</i>	3 <sup>st</sup>	<i>Semestre</i>	2 <sup>nd</sup> semester	<i>Global working hours</i>		
<i>Teacher</i>	<b>Gonçalo José Poeta Fernandes</b>			<i>Total</i>	108	<i>Contact</i> 45
<i>Area Coordinator</i>	<b>Gonçalo José Poeta Fernandes</b>					

**GFUC Proposed**

## 1. LEARNING OBJECTIVES

- Discuss the main challenges of structuring and managing a tourist destination;
- Develop policies and strategies to enhance and promote destinations;
- Apprehend models of cooperation and co-responsibility among strategic actors, for the construction of identity and territorial brand;
- Development of communication, promotion and distribution tools appropriate to the tourist destination;
- Understand the relevance of knowledge management in tourist destinations: stakeholders and their strategies, collaborative networks and visions;
- Develop tools for information management and market analysis, with support to decision making;
- Identify and handle models for monitoring the activity of a tourist destination;
- Generate management indicators of a tourist destination that support competitive strategies.

## 2. PROGRAM CONTENTS

### A. Tourist Destination:

- a. Concepts, functions, components and agents;
- b. Life cycle structuring and sustainability;
- c. Types of tourist destinations.

### B. Destination Promotion Policies and Strategies:

- a. Management and sustainability policies;
- b. Market studies and assessment of the destination profile
- c. Brand and Image of destinations and their competitiveness;
- d. Marketing of tourist destinations and its commercialization;
- e. Communication and operational strategies;

### C. Development of Tourist Destinations:

- a. Conditional on the planning and development of the tourist destination;
- b. Stages of strategic planning of a destination;
- c. Strategic positioning and tourism experiences,
- d. Cooperation and articulation of tourism offer, products and governance.

**D. Management of Tourist Destinations:**

- a. Bases of support to the Management of the Destinations;
- b. Mediation and Monitoring: indicators of management of a tourist destination;
- c. Mechanisms for evaluating the results of action strategies;
- d. Innovation in tourism products and services: trends and markets.

**3. COHERENCE BETWEEN THE PROGRAMME CONTENTS WITH THE  
OBJECTIVES OF THE UC**

The Tourism Destinations Management Unit intends to establish knowledge bases and develop strategies appropriate to the territorial dynamics that tourism has designed, both from the conceptual point of view and the activities and processes it involves in its evolution. It seeks to promote knowledge of policies and strategies, supported by indicators and monitoring models, that promote the competitiveness of the destination. At the same time, it seeks to assess the limits and capacity of tourism resources and encourage the development of sustainable tourism, promoting territorial cohesion and the sustainable construction of tourist destinations.

In this sense students should know the meaning and complexity of the tourist destination, the structuring factors of the destinations and their dynamics, the strategies for destination marketing and brand creation, the models for evaluating and quantifying tourism, the stages of a strategic planning process, as well as developing strategies for innovation, qualification and promotion of the destination. Different destinations, current trends in destination management, innovation process and governance policies will be analysed.

**4. MAIN REFERENCES**

BLAIN, C., LEVY, S. & RITCHIE, J.R.B. (2005). Destination branding: insight and practices from destination management organisations. *Journal of Travel Research*, 43 (4), 328-338

CUNHA, L. (2017). *Turismo e Desenvolvimento. Realidade e perspectivas*. LIDEL, Edições técnicas, Lisboa.

EJARQUE, J. (2016). *Marketing y gestión de destinos turísticos nuevos modelos y estrategia 2.0*. Madrid: Ediciones Pirámide..

ENGLISH TOURIST BOARD (2003). *Destination Management Handbook*, Tourism Management Institute, London.

LAWTON, L., & WEAVER, D. (2014). Tourism management. (5th edition). Milton, Qld: John Wiley & Sons. ISBN: 9781118644812

LOZATO-GIOTART, J.-P., LEROUX, É., & BALFET, M. (2012). Management du tourisme: territoires, offres et stratégies. Pearson Education France..

MORRISON, A. (2013). Marketing and managing tourism destinations. London: Routledge.

PENDER, L. & SHARPLEY, R. (2005). The Management of Tourism. SAGE Publications Ltd, London

SERNATUR (2016). Manual de Destinos - Elementos para la gestión de Destinos Turísticos, Santiago do Chile.

SILVA, F. & UMBELINO, J. [Coord] (2017). Planeamento e Desenvolvimento Turístico, Lidel,

WORLD TOURISM ORGANIZATION (2007). A Practical guide to destination management. Madrid: World Tourism Organization (UNWTO).

**Complementar references:**

Comissão Europeia (2013). Sistema Europeu de Indicadores de Turismo para a Gestão Sustentável a Nível dos Destinos, Luxemburgo: Serviço das Publicações da União Europeia, doi:10.2769/46253

Go, F., e Govers, R. (2010). International Place Branding Yearbook 2010, Place Branding in the New Age of Innovation. Palgrave Macmillan, New York.

OMT (2001). Cooperación entre sectores público y privado: mejorando la competitividad turística, Consejo Empresarial (CEOMT), Madrid.

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**5. TEACHING METHODOLOGIES AND OBJETIVES (EVALUATION RULES)**

In methodological terms the theoretical lessons can be expository and discussion on phenomena / events related to national and international tourist activity, problems of social, economic and ecological, related to tourism and experiences that are part of everyday life, as well as research done by students. In the practical classes research, representation, illustration and exhibition activities will be carried out, in the scope of the contents covered, giving special attention to data collection, qualitative and quantitative analysis of the information collected. The summative dimension of the continuous assessment of the course unit is defined through the following elements:

1. Two tests	70% (14 valores)
2. Research work and presentation	30% (6 valores)

## **6. COHERENCE BETWEEN TEACHING METHODOLOGIES WITH THE OBJECTIVES OF THE COURSE UNIT**

The methodology of exposition and reflection continues on the issues under study develops in the need to introduce students to the theoretical and practical dimensions of the issues to be analyzed, always inculcating a global and coherent vision of knowledge on contemporary socioeconomic and environmental problems. We will encourage individual intervention and initiative, as well as collective reflection. Evaluation is an essential and integral element of the teaching-learning process, considered as a systematic, gradual and continuous process, in order to provide regulatory feedback on the activity of the students and the teacher.

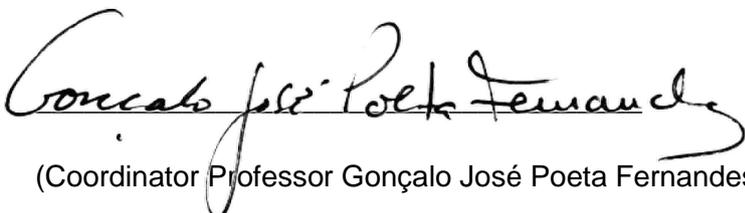
Training strategies for integration are promoted (active participation of trainees through questions, comments, suggestions, criticism, among others, revealing their interest and capacity regarding the contents addressed). Through the presentation of the contents of the course unit made by the teacher, the results of research and analysis in various sources and their respective individual and collective reflection, students acquire and develop the skills of critical analysis, knowledge mobilization and problem solving.

## **7. ATTENDANCE REGIME**

Students must attend 3/4 of contact hours. Failure to comply with this rule will result in the student failing, which will be transferred to the final evaluation. Absences with legal justification and prior notice will be reserved.

ESTH, March 2021

Signatures,



(Coordinator Professor Gonçalo José Poeta Fernandes)