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**Online Instructor's Manual**  
*for*

# **Tourism: The Business of Hospitality and Travel**

**Sixth Edition**

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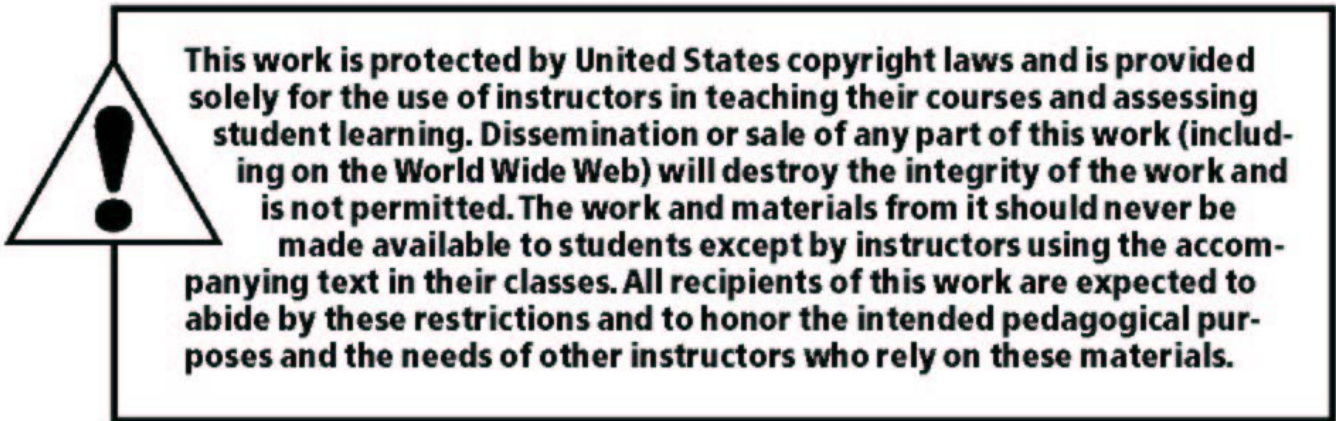
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## To the Instructor

We set out to write a book that would be as interesting and multifaceted as the tourism field itself. With that in mind, we designed the Instructor's Manual for the sixth edition of *Tourism: The Business of Hospitality and Travel* so that it can be tailored to suit a variety of needs. The various text features and teaching supplements will allow you to develop the course to fit your style to successfully deliver the content in a way that engages and inspires students.

The sixth edition of *Tourism: The Business of Hospitality and Travel* includes a variety of features to support student engagement and understanding and to allow instructors the greatest flexibility in teaching their courses.

- Every chapter opens with learning objectives and a detailed outline.
- Every chapter features an engaging opening vignette that illustrates a major component of the chapter and then is mentioned again within the chapter pages.
- All chapters include ethical/critical-thinking dilemmas (termed “You Decide”) that are useful in generating class discussion and encouraging students to practice critical-thinking skills. Each “You Decide” is written to be especially relevant to the chapter in which it appears.
- Every chapter includes tables and figures that will help students understand the more abstract concepts and theories presented.
- For Your Information (FYI) boxed items are sprinkled throughout the chapters. These items serve as examples of chapter concepts and provide helpful travel tips or useful business information.
- Every chapter includes “Tourism in Action” topics that provide students with in-depth industry examples.
- Discussion questions at the end of every chapter are based on the learning objectives and are intended to help students retain and deepen their understanding of text material.
- The “Applying the Concepts” section within each chapter offers professors and students a variety of thought-provoking topics to explore or to use as a blueprint for applying newly acquired knowledge.
- Key terms are listed at the end of each chapter and a full glossary is placed at the end of the book.
- Integrative cases follow each major section of the textbook, offering the instructor supplemental material and examples for student discussion.

Additionally, the Instructor's Manual includes suggested 10 and 16 week syllabi that can be adapted for use with this textbook. Please feel free to edit and modify to meet the needs of your course.

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**Sample Syllabus- Tourism: The Business of Hospitality and Travel 6th Ed.****COURSE INFORMATION**

Course Name:  
Section Number:  
Credit Hours:  
Meeting Days & Times:  
Location:

**PROFESSOR INFORMATION**

Name:  
Office Location:  
Telephone Number:  
E-mail address:  
Office hours:

**COURSE DESCRIPTION:**

An introductory course covering the international scope of the tourism industry through the business lens. Students will be introduced to the traveling public, tourism promoters, tourism service suppliers, and tourism's external environment. Specific attention is focused on challenges within tourism marketing, tourism intermediaries, tourism technology, transportation, accommodations, food and beverage, attractions and entertainment, destinations, and sustainability.

**REQUIRED TEXT**

Cook, R. A., Hsu, C. H. C., & Taylor, L. L. (2018). *Tourism: The Business of Hospitality and Travel, 6<sup>th</sup> ed.*. Pearson Publishing.

**COURSE LEARNING OBJECTIVES**

1. Students will understand the principles of modern business and organizational practices in the fields of Tourism and Hospitality.
2. Students will demonstrate critical thinking through the application of analytical tools and techniques for problem solving and decision making in the fields of Tourism and Hospitality.
3. Students will be able to communicate and interact effectively with groups necessary for a career in the fields of Tourism and Hospitality.
4. Students will be able to articulate the skills required and career options available in the dynamic and complex fields of Tourism and Hospitality.

## **COURSE POLICIES**

- If the professor is more than 15 minutes late, class is cancelled.
- Cell phones, tablets, laptops, and all other technology must be put away for the duration of the class unless there is an approved time for tasks that are relevant to the class (such as checkpoint days).
- If you are distracting class with inappropriate comments or behavior, you may be asked to leave and you may not receive full credit for attendance that day.
- Students are expected to address all communication to the professor and fellow students in a respectful and professional manner.

## **ACCOMMODATIONS FOR DISABILITIES**

All students with a documented disability will receive reasonable academic accommodations. Please contact the Disability Services Office for an appointment as soon as possible.

## **ACADEMIC HONESTY**

Any instance of academic dishonesty will be handled following the process as listed in the university policy.

## **COURSE REQUIREMENTS**

- Attendance 20%
- Reading Quizzes 20%
- Assignments 20%
- Destination Management Presentation/Report 20%
- Final Exam 20%

**GRADING POLICY:** Your semester grade will be determined as follows:

<b>Grade</b>	<b>Percentage</b>
A	92-100%
A-	90-91%
B+	88-89%
B	82-87%
B-	80-81%
C+	78-79%
C	72-77%
C-	70-71%
D+	68-69%
D	62-67%
D-	60-61%
F	0-59%





**TEN WEEK COURSE SCHEDULE:**

<b>WEEK</b>	<b>TOPIC</b>	<b>QUIZ</b>	<b>ASSIGNMENT</b>
Week 1	Introducing Tourism and Tourism Marketing	Chapter 1	Destination Characteristics
Week 2	Tourism Marketing and Services	Chapter 2 and 3	Target Market Profile
Week 3	Tourism Suppliers	Chapter 4	Identification of Destination Intermediaries
Week 4	Tourism Technology and Transportation	Chapter 5 and 6	Destination Transportation
Week 5	Accommodations and Food and Beverage	Chapter 7 and 8	Hotel and Restaurant Reviews
Week 6	Attractions and Entertainment and Destinations	Chapter 9 and 10	Attraction Recommendation
Week 7	Tourism Impacts	Chapter 11 and 12	Evaluation of Profit, Planet, and People
Week 8	Sustainable Tourism	Chapter 13	Destination Sustainability
Week 9	Tourism's Future	Chapter 14	Destination Recommendations
Week 10	Destination Presentations		Presentation/Report and Peer Evaluation
Final Exam			

**SIXTEEN WEEK COURSE SCHEDULE:**

<b>WEEK</b>	<b>TOPIC</b>	<b>QUIZ</b>	<b>ASSIGNMENT</b>
Week 1	Review Syllabus		
Week 2	Introducing Tourism	Chapter 1	Destination Characteristics
Week 3	Tourism Marketing	Chapter 2	Target Market Profile
Week 4	Tourism Services	Chapter 3	Quality Dimensions Analysis
Week 5	Tourism Suppliers	Chapter 4	Identification of Destination Intermediaries
Week 6	Tourism Technology	Chapter 5	Presentation/Report Checkpoint 1
Week 7	Transportation	Chapter 6	Destination Transportation
Week 8	Accommodations	Chapter 7	Destination Accommodations
Week 9	Food and Beverage	Chapter 8	Destination Food and Beverage
Week 10	Attractions and Entertainment	Chapter 9	Destination Attractions
Week 11	Destinations	Chapter 10	Presentation/Report Checkpoint 2
Week 12	Economic and Political Impacts	Chapter 11	Evaluation of Profit
Week 13	Environmental and Social/ Cultural Impacts	Chapter 12	Evaluation of Planet and People
Week 14	Sustainable Tourism	Chapter 13	Destination Sustainability
Week 15	Tourism's Future	Chapter 14	Destination Recommendations
Week 16	Destination Presentations		Presentation/Report and Peer Evaluation
Final Exam			

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**ANNOTATED TEXT OUTLINE WITH SUGGESTIONS FOR INSTRUCTOR****Chapter One Outline****Introducing the World's Largest Industry, Tourism**

- i. Quote: Mark Twain
- ii. Chapter Opener: Could a Career in Tourism Be in Your Future?
- I. Introduction
  - A. Tourism is the business of travel
  - B. Multi-faceted industry composed of many components
- II. Services and Tourism
  - A. Growth rate of services sector faster than any other
  - B. Tourism a truly worldwide
  - C. Tourism has increased steadily over the past 50 years
- III. What is Tourism?
  - A. Definition: "Tourism is the temporary movement of people to destinations outside their normal places of work and residence, the activities undertaken during their stay in those destinations, and the facilities created to cater to their needs"
  - B. Tourism and the Blind Men and the Elephant: Diverse and difficult to describe
  - C. WTTC and the UNWTO have spearheaded efforts to highlight the breadth and economic impact of tourism
  - D. Data can be collected and analyzed for each of the industry subgroupings through tourism satellite accounts
  - E. Tourism is equivalent to the "visitor-service industry"
- IV. A Tourism Model
  - A. Figure 1.2. Model highlights the important participants and forces that shape tourism
  - B. Dynamic and interrelated nature of tourism
  - C. The traveling public (tourists) are the focal point (heart) of the model
  - D. Tourism promoters link the traveling public with the suppliers of services
    1. Travel agents
    2. Tour wholesalers
    3. Promotion agencies such as state tourist boards
  - E. Tourism suppliers provide the services that tourists need when they travel
    1. Transportation suppliers
    2. Lodging suppliers
    3. Food and beverage suppliers
    4. Attractions and entertainment

5. Destinations
- F. External forces affect all participants in tourism; tourists, promoters and suppliers
  1. Social/Cultural
  2. Economic
  3. Political
  4. Environmental
  5. Technological

*(Teaching Hint. Use the Tourism Model to illustrate the organization of the students' textbook.)*

## V. The History of Tourism

- A. Early travelers migrated for food and hunting
- B. Phoenicians, Mayans, early Chinese traveled for trade and military control
- C. The Empire Era
  1. Egyptians, Greeks, and Romans
  2. Traveled for government, commercial, educational, and religious purposes
  3. Necessity of long-distance travel to control vast land areas
  4. Affluence of sizable percent of empires' citizens
  5. Demand for travel services, lodging, food, etc.
  4. Greeks
    - a. Use of common language and currency
    - b. City states became attractions in themselves; shopping, sports centers
  7. Romans
    - a. Large middle and upper class that could afford leisure travel
    - b. Developed road systems, water systems, system of inns, and liveryes
    - c. Latin as additional common language
    - d. Common legal system and protection
  8. These empires started the necessities that encourage travel
    - a. Affluent population with time and money to travel
    - b. Safe and easy travel
    - c. Widely accepted currencies
    - d. Widely used languages
    - e. Legal system which protects personal safety
- D. The Middle Ages (5<sup>th</sup> to 14<sup>th</sup> centuries) and the Renaissance Era (14<sup>th</sup> to 16<sup>th</sup> centuries)
  5. Decline of Roman Empire ushered in era called the Middle Ages
    - a. Feudal system developed from the fragmentation of governments
    - b. Transportation and safety declined
    - c. Less acceptance of currencies and less knowledge of common languages
    - d. Some travel by crusaders to the Holy Land
    - e. Marco Polo's historic travels in late 13<sup>th</sup> century
  6. Development of merchant class gave rise to Renaissance Era
    - a. Kings and queens began to gather larger areas of land

- b. Increased interest in travel for commerce and pleasure
- E. The Grand Tour Era (1613 to 1785 A.D.)
  1. Trend of luxurious travel started by wealthy English
  2. Developed as status symbol and spread throughout Europe
  3. Goal was to experience the “civilized world” and study the arts and sciences
  4. These travels often lasted for several years
  5. Industrial Revolution (c. 1750 A.D.) changed economic and social structures
  6. Nations moved from agricultural to industrial economies
  7. Development of more efficient forms of transportation
  8. Growth in travel for business reasons
- F. The Mobility Era (1800 to 1944)
  1. Growing economic prosperity
  2. Increase in systems, modes, and speed of travel (roads, railroads, steamships)
  3. Thomas Cook developed tour packages for mass travel
  4. Invention of automobile and airplane expanded freedom to travel
- G. The Modern Era (1945 to present)
  1. Paid vacations introduced in the early 1900s made leisure travel possible for working and middle classes
  2. Millions were introduced to international travel during World War II
  3. Postwar prosperity made mass ownership of automobile possible
  4. Advent of jet travel shortened travel time
  5. Credit cards made purchasing power “mobile” and safer
  6. Time, money, safety, and interest in travel led to unparalleled growth of tourism
  7. Development of mass tourism
    - a. Organization mass tourists: Buy packaged tours and follow itinerary
    - b. Individual mass tourists: Visit popular attractions and patronize tourism services promoted through mass media
  8. 21st Century has seen widespread use of Internet, introduction of Euro, travel to and from previously closed countries, .e.g., China
  9. Problems also loom: Terrorism, fuel prices

## VI. Bringing Tourism into Focus

- A. Typical reasons for travel
  1. Vacation and leisure trips
  2. Visits to friends and relatives (VFR)
  3. Business and professional trips
- B. Host community is affected by tourism
- C. Can study tourism from a variety of perspectives; anthropology, sociology, etc.
- D. Wide variety of questions relating to tourism need to be answered
- E. Technology having unprecedented affect on tourism industry

## VII. Geography Describes the Traveler’s World

- A. Geographic knowledge is important for all tourism professionals

- B. Knowledge of geography helps to meet travelers' needs
- C. Maps
  1. Maps show you where you are and how to get to where you want to be
  2. The most accurate map of the world is a globe
  3. The most common representations of the globe are Mercator , *Goode's* Homolosine, Mercator, and Robinson projections
- D. Reading Maps
  1. Reading maps requires an understanding of basic cartography notations
  2. Every map has several things in common: latitude and longitude
- E. Indexes and Locators
  1. Specific map locations are identified through the use of two index points
  2. Specific points of interest may only be identified by letters or numbers
  3. Maps have locator information
- F. Scales
  1. Maps are replicas of reality
  2. Everything shown on a map must be proportional which requires a map scale
  3. Legends
  4. Symbols or icons are often used on maps to indicate points of interest, services, and attractions
  5. Legends save space and draw attention key features
- G. Physical geography: Study of natural features of region
  1. Landforms and Vegetation
    - a. Landforms refer to the surface features of the earth
    - b. Relief maps provide clues to the many different types of landforms
  2. Water
    - a. Most of the world (over 70%) is covered by water, and most of this water is salt water
    - b. Oceans, seas, gulfs, lakes, and rivers.
    - c. Water transportation was the first means of moving large numbers of people and cargoes
    - d. Water currents can have dramatic impacts on land temperatures and the amount of moisture that falls
  3. Climate and Seasons
    - a. Travel and tourism professionals should be able to describe general weather patterns for any location at any time of the year
    - b. Location, combined with season, will dictate long-term weather patterns
    - c. The world is divided into five basic climatic zones which are based on distance from the equator, 0° latitude
- H. Human geography: Study of a region's cultures and peoples
  1. Importance of language, religion, politics, and economics to travel to an area
  2. International travel is encouraged or discouraged by similarities and differences
- I. Regional geography: Combination of physical and human geography
  1. Combination often makes one region more attractive than another

2. Tourism is a regional activity, travel to area and explore that region

*(Teaching Hint. Students can be placed into small groups/pairs and assigned a geographic destination. They then develop a thumbnail sketch of key physical and human geographic characteristics. This exercise can be done through library resources or through various Web sites, such as [www.travelweb.com](http://www.travelweb.com) or [www.expedia.com](http://www.expedia.com).)*

### VIII. Studying Tourism from Business Perspectives

#### A. Marketing

1. Marketing Concept: Organizational philosophy centered on understanding and meeting the needs of customers
2. Production orientation and sales orientation inferior to customer orientation
3. Marketing Mix (the 4 Ps) - Product, Price, Place, and Promotion
  - a. Product is the good or service offered to consumers
  - b. Price is the value that must be given up to obtain the product
  - c. Place includes the location and activities required to make the product available to the consumer
  - d. Promotion is the activities undertaken to communicate the availability and benefits of a product
4. Market Segmentation: Process of grouping consumers into segments characterized by common traits and needs

#### B. Management

1. The planning, organizing, directing, and controlling of present and future actions to accomplish organizational goals
2. The common thread that holds an organization together and moves all its members in the same direction

#### C. Finance

1. How organizations manage revenues and expenses
2. Business is an organization operated with the objective of making profits
3. Profits are revenues in excess of expenses and used as a measure of performance
4. Not-for-profit organizations also need to track their revenues and expenses
5. Accounting is the common language of business
  - a. Used to record the financial activities of an organization.
  - b. Managers and others use accounting information to make better decisions
  - c. Accounting cycle involves analyzing, recording, classifying, summarizing, and reporting financial data
6. Three primary building blocks to measure financial success
  - a. Margin: Amount of a sales dollar remaining after operating expenses
  - b. Turnover: Number of times a dollar of assets has been used to produce a dollar of sales
  - c. Leverage: Extent to which borrowed funds are used
7. Return on Investment (ROI): A measure of the profitability of an organization

8. Tourism organizations typically face low margins, high turnovers, and need to use leverage (other people's money)
9. Need to balance financial performance with hospitality to guests

*(Teaching Hint. Use Figure 1.10 to discuss different strategic approaches of how some tourism organizations seek to achieve profitability with high turnover with low margins or have lower turnover with higher margins, e.g., Singapore Air vs. Southwest Airlines or a full service restaurant vs. a quick service restaurant.)*

*(Teaching Hint. We have found the two following mini-lectures to work very well in explaining financial concepts to students with varying levels of previous exposure to financial topics. The first lecture, “**Helping Students Understand Profitability in Hospitality and Tourism Operations**”, is very effective with students who have had limited or no exposure to financial topics. The second lecture, “**Bringing Financial Analysis into Focus**”, should be used with students who have had some basic exposure to financial topics. If you are spending more than one class period on Chapter one topics, you might want to consider using mini-lecture one during the first class period and mini-lecture two during the second class period.)*

### Mini-Lectures

#### Helping Students Understand Profitability in Hospitality and Tourism Operations

It seems like any time you start to discuss financial or profitability subjects in hospitality or tourism classes, students' eyes often glaze over. This seems to be especially true in introductory classes. The next time you begin discussing these topics try this eye-opening exercise to help students understand how difficult it is to make a profit and where all of the money goes.

You might start by asking students how many of them have ever worked in a restaurant. Then ask those who have worked in a restaurant if they ever gave a free drink or French fries to a friend? You can turn the question around and ask those who haven't worked in a restaurant, if they ever received a free drink or French fries from one of their friends working in a restaurant? When I ask these questions, I always get several raised hands. The purpose of these questions is not for discussing ethical issues, but to get students thinking about money and profitability. I'll come back to the significance of these questions from a profitability perspective later.

After this, or some other type of introduction, pull out a crisp new one dollar bill and two rolls of pennies. I like to create a little drama by breaking the rolls of pennies open and letting them spill and clatter on to a table or desk top. Now that you have every one's attention, ask another simple question such as; Does this pile of pennies equal the same amount as the dollar bill? Making some noise by mixing the pennies around and picking the dollar bill up a few times and



popping it always seems to focus attention on the demonstration.

To encourage involvement in this demonstration, ask one or a few volunteers to come up one at a time and pull out how many pennies they think a restaurant owner makes out of every dollar in sales. Be sure to put the pile of pennies back together and announce that results after each volunteer makes an estimate. From past experiences, depending on the level of the class, I have found that students will pull out anywhere from fifty cents to five cents.

Now ask, by a show of hands, how many of you have paid for a meal in a restaurant? If they are paying attention almost everyone will raise their hands and if everyone doesn't raise their hand, ask the question again. Continue by holding up the one dollar bill and explaining that this represents what the customer pays and then point to the pile of 100 pennies and explain this is how the restaurant owner will use the money to pay the bills. Use the following table to continue your discussion. You can modify the following table to suit your needs.

### What Happens to a Typical Restaurant Dollar

<b>Revenue</b>	
Total Sales	<u>\$1.00</u>
<b>Expenses</b>	
Cost of Sales	\$0.00
Salaries, Wages, & Benefits	0.00
Restaurant Occupancy Costs	0.00
Other	<u>0 00</u>
Income before Taxes	<u>\$0.00</u>

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### What Happens to a Typical Restaurant Dollar

<b>Revenue</b>		
Total Sales	<u>100%</u>	<u>\$1.00</u>
<b>Expenses</b>		
Cost of Sales	32%	\$0.32
Salaries, Wages, & Benefits	33%	0.33
Restaurant Occupancy Costs	5%	0.05
Other	<u>26%</u>	<u>.026</u>
Income before Taxes	<u>4%</u>	<u>\$ .04</u>

Ask students to place the 100 pennies into each of the categories based on their best idea of how they should be divided. We have asked both individual students and groups of students to complete this exercise. If you want multiple students or groups to participate, be sure to bring along extra rolls of pennies.

Finally after you have compared and discussed how students have divided their pennies you can use the information in the table, to show how many of the pennies actually go toward paying for the cost of food, beverages, salaries, and other operating expenses, and how few pennies remain as profits. Do this by counting out the pennies that are used to pay for each category as you discuss these categories. In the end, there will only be four lonely pennies lying all by themselves far away from the pile of ninety-six pennies.

Students are often surprised by this demonstration as they think that restaurants make a lot of money. But, the small profit margin shows that relatively few mistakes or gifts to or from a friend can cause the profits to disappear. Now, go back to that opening question about giving away or receiving “free” food or drinks and discuss the impact of these seemingly innocuous

gestures.

This demonstration is easy to modify to demonstrate the thin profit margins for all tourism service suppliers or for use in any country. We have successfully used this demonstration in England, France and Costa Rica while discussing profitability for airlines, guides, hotels, tour operators and travel agencies. Be sure to bring something with you to class to carry the loose pennies in after the demonstration.

### Bringing Financial Analysis into Focus

Using the analogy of flying an airplane has proven to be a helpful tool for explaining the concept of Return on Investment (ROI) to students who are unfamiliar with or uncomfortable with financial concepts. Just like pilots must pay attention to some very basic details to keep their airplanes flying safely and on course, business managers must also focus their attention on some basic financial information to ensure efficient and effective performance.

The thought of flying may seem terrifying to the first time student, but an experienced pilot can fly any plane from a small Cessna two-seater to a Boeing 747 jumbo jet if they know how to operate their controls – the stick, the rudder pedals and the throttle. These controls allow the pilot to remain on heading, at the right altitude and at the right air speed. By focusing on these three simple control points they can reach their destinations safely and as scheduled.

Managers can accomplish the same goals of achieving planned performance with the use of three financial measures; profit margin, asset turnover and ROI which is a measure of earning power. Stated another way, ROI is a measure of how well a business is performing financially in relation to how wisely investments in assets are being used to generate sales dollars. This relationship can be seen in the following formula.

$$\begin{array}{rcccl} \text{PROFIT} & & \text{ASSET} & & \text{ROI} \\ \text{MARGIN} & \times & \text{TURNOVER} & = & \text{(EARNING POWER)} \\ \\ \frac{\text{Net Operating Income}}{\text{Sales}} & \times & \frac{\text{Sales}}{\text{Average Operating Assets}} & = & \frac{\text{Net Operating Income}}{\text{Average Operating Assets}} \end{array}$$

Profit margin measures the amount of each sales dollar remaining after the operating expenses needed to achieve these sales have been deducted. The lower the operating expenses, the higher net operating income and profit margin.

Asset turnover, or simply turnover, is a measure of how many sales dollars each dollar of assets produces. Turnover measures a business' control over investments in operating assets.

Operating assets are those investments that have been made in the business. The lower the investment in operating assets for a given level of sales, the higher the turnover will be.

Using this information, the return on investment or earning power of the business can be improved in several ways. ROI can be increased by:

- increasing sales at a faster rate than the corresponding expenses increase
- increasing sales while maintaining expenses at the same level
- decreasing expenses by a greater percentage than the percentage decrease in sales,
- decreasing expenses while maintaining the same level of sales,
- decreasing the operating assets used without changing the sales or operating expenses, or
- increasing the sales generated without increasing the investment in operating assets.

By keeping your discussion of financial topics at a simple level, students will begin to become familiar with the concepts and how they fit together.

#### IX. Tourism's Challenges and Opportunities

- A. Tourism is often an attractive form of economic development
  7. Creates wide variety of jobs
  8. Brings money into a community or country
- B. Can create greater cultural understanding
- C. Can also change social structures and strain natural and man-made resources
- D. Unanswered questions relating to the expansion and future of tourism
- E. Ethics and industry codes of ethics help guide individuals when making decisions

*(Teaching Hint. Divide class into two groups, one highlighting the opportunities provided by tourism development and the other highlighting challenges created by tourism development. Have each group produce a list. After about 10 to 15 minutes, have the groups share these lists and then discuss. This works well as an open class discussion or for small groups. In large sections we pair up groups that have been discussing each side of the argument.)*

#### X. Where Do You Fit In?

- A. Wealth of career opportunities in tourism
- B. Tourism will remain the world's largest "industry" with highest job growth rate

#### XI. Topics Covered in each Chapter

- A. Part 1: The Traveling Public and Tourism Promoters
  1. Chapter 2: Devoted to the traveling public and travel needs
  2. Chapter 3: Explores concept of quality and importance in tourism services
  3. Chapter 4: Activities by tourism promoters in fulfilling needs
  4. Chapter 5: Capturing Technology's Competitive Advantages
- B. Part 2: Tourism Service Suppliers

1. Chapter 6: Transportation
  2. Chapter 7: Accommodations
  3. Chapter 8: Food and Beverage
  4. Chapter 9: Attractions and Entertainment
  5. Chapter 10: Destinations
- C. Part 3: The Hospitality Environment
1. Chapter 11: Economic and Political Impacts of Tourism
  2. Chapter 12: Environmental and Social/Cultural Impacts of Tourism
  3. Chapter 13: Sustaining Tourism's Benefits
  4. Chapter 14: Exploring the Future of Tourism
- D. Integrated cases at the end of each part

## XII. Summary

*(Teaching Hint: You can use this assignment to introduce students to the tourism industry and set the stage for the rest of the term by providing an overview.)*

### **Integrative Term Assignment**

#### **Competitive Landscape Exercise**

You might choose to introduce this assignment as an introduction with Chapter 1, or wait until later in the term to make this assignment. As a first step in completing this exercise, have students perform an internet search to begin filling in the blanks. Remind them that the number of rows under each heading will be expanded to accommodate their findings as they learn more in each chapter.

You can limit the scope of this exercise by assigning distant locations. We have found that if you assign locations with which they are familiar or they can visit, they will spend time in visual observations.

You may assign students to complete all or selected parts of this exercise individually or in teams. If there are areas where you would like to spend more time or provide more emphases, please modify the following table to meet your needs. You will also find this same exercise in Chapter 14 as we have also used it as a summary exercise at the end of the term.

**Tourism and Related Tourism Service Providers**

**(insert appropriate location descriptor)**

**Prepared by**

**(insert your name or team name)**

Name of Tourism Service or Related Tourism Service Provider	Address/Location of Service Provider	Description of Service: seasonal or non-seasonal, target market, pricing, features and benefits.	Website Evaluation: ease of navigation, quantity, and quality of information provided.	Service Limitations. Is there something not being provided that would create a competitive opportunity?
Travel Agencies				
Tour Packages Offered to Area				
Transportation				
Accommodations				
Restaurants and other Food Service Providers				
Historical Attractions				
Parks and Preserves				
Fairs, Festivals, Pageants, and Events				

Museums				
Commercial Attractions				
Retail Establishments carrying related products				
Tourism supporting governmental and non-profit agencies				

**You Decide**

**Major Topic:** The Grand Tour vs. Modern Adventure Tourism

The first You Decide foreshadows Chapters 10 through 12 (tourism’s effects on the environment and host communities). This You Decide is placed first in the text to start students thinking of the effects that tourism can have on the environment and on host communities.

**Suggestions for In-class Discussion:**

Have students brainstorm on the effects that aristocratic youth had on the destinations they visited during their Grand Tours. What did these young people do, what did they see, how did they likely interact with the native peoples of the places they visited? What positive and negative effects might they have had on these places and their people?

Next have students think about the effects that 21<sup>st</sup> century travel to new and exotic places has on the environment and host countries, e.g., Nepal, Galapagos Islands, Antarctica.

Have them conclude their discussions by considering how the Grand Tours of the past are similar to the Adventure Tours of today. How are they different?

As an additional research assignment, students could find statistics that show the high rate of growth in the number of tourists to less-developed countries such as Nepal.

1. Why should we study tourism?

- Tourism-related businesses are the leading producers of new jobs worldwide.
- Tourism knows no political, ideological, geographical, or cultural boundaries.
- Tourism is one of the top 5 exports for 80% of the world's countries.
- Tourism tends to weather economic downturns better than most industries.
- Tourism is a major industry in many countries.
- Tourism may be the world's peace industry.

2. History has taught us that people travel and engage in tourism activities in increasing numbers when several basic conditions can be met. Identify and describe these conditions and why they help facilitate travel and tourism activities.

Tourism flourishes when:

- Individuals have free time to travel. (Also money)
- Travel is easy and safe. (Also inexpensive)
- Currencies are easily exchangeable.
- Common languages are spoken.
- Legal systems create a perception of personal safety.

3. What is geography?

Three broad categories of geography:

- Physical geography: Identification and description of natural features of the earth.
- Human geography: Identification and description of human activities on the earth, including language, religion, and political and economic activities,
- Regional geography: Effects of the combination of physical and human geography on a region.

4. How do physical, human (cultural), and regional geography influence tourism activities?

Physical geography: Certain landforms and climate types attract visitors while others deter visitors.

Human (cultural) geography: Cultural facets also can attract or discourage visitors; language, food and beverages, arts and crafts, religion, special customs. Government is a part of human geography and government policies on currency transfer, visas, etc. can encourage or discourage tourism to and from a country.

Regional geography: Physical and cultural features can combine to increase or decrease the attractiveness of a potential destination. Location of population centers, inexpensive easy transportation to an area, availability of comfortable accommodations, etc.



5. Why should we study travel and tourism from a marketing approach?

Studying tourism from the marketing approach provides valuable insight into the process by which tourism organizations create and individual visitors obtain desired goods and services. Customers can be very demanding and prospective tourism professionals need to learn how to determine the needs and wants of tourists to be successful.

The marketing concept is just as important to tourism organizations as it is to manufacturing organizations. Tourism students need to know the set of marketing tools and techniques included in the marketing mix. Market segmentation is a crucial concept to understand to satisfy travelers' differing needs.

6. Why should we study travel and tourism from a management approach?

To be successful, a tourism organization needs to be managed well. Management involves the planning, organizing, directing, and controlling of an organization's present and future actions so that the organization will be able to attain its goals. Management is the thread that keeps an organization together and moving in the same direction.

7. Why should we study travel and tourism from a financial approach?

All tourism organizations need to manage revenues and expenses. To continue operations and provide services to tourists, they must generate revenues to cover costs of operating and, if they are businesses, to earn a profit. Most tourism businesses operate with small margins, high turnover, and considerable leverage. These realities make the financial management of tourism enterprises especially critical.

8. What are some of the future opportunities and challenges facing the tourism industry?

- Will tourism development create environmental problems?
- Need to adapt to and adopt technology to improve service and profitability.
- How will removal of trade barriers affect tourism?
- What will be the skill needs for tourism's future work force?
- As less-developed countries increase their tourism offerings, how will they be impacted by tourists?
- Natural and man-made disasters happen at increasing frequency. How shall tourism businesses face these challenges? Are there opportunities that came with the crises?
- Repercussions from the global economic slowdown on tourism
- Continuous concern for safety and security with respect to tourism
- Importance of fuel costs on tourism

Encourage students to add challenges and opportunities they can think of to this list.

**Additional Short Answer Questions**

1. Describe what tourism means from a consumer perspective.
2. Describe what tourism means from a business perspective.
3. What can we learn from the Empire Era that can be applied to tourism issues today?
4. What factors must be present to foster tourism growth?
5. Why is a basic understanding of geography important for tourism professionals?
6. Explain the differences between physical and human geography.
7. Explain the marketing concept from a tourism perspective.
8. How can you determine if decisions and/or actions are ethical?

## Mini-Lecture

*We always discuss ethics at some point in both introductory and upper-level courses. The following mini-lecture provides some of our thoughts on what we cover. Please feel free to add or subtract depending on the learning objectives for your course.*

### Ethics: Introductory Concepts

Ethics: The study of what is good or right for human beings. It asks what goals people ought to pursue and what actions they ought to perform. Business ethics is a branch of applied ethics.

Ethics: A universal principle, standard or framework of conduct.

A capitalistic society encourages businesses to pursue profits because the people and government of the society believe such businesses best serve society (through economic growth) and violate no rights. This conviction is the source of business's legitimacy. But distrust of business has increased, due in some part to the belief that businesses have ignored the basic ethics of society.

Why do we need to discuss ethics in class early in the term?

- To sensitize students to the ethics of a situation.
- To prod them to think about the ethics of a situation.
- To emphasize the importance of ethics in business.

Many of North America's ethics are based in Judeo-Christian ethics and founding documents.

- Ten Commandments
- Golden Rule
- Bill of Rights (first ten amendments to the U.S. Constitution)
- Concept of equality, fairness, equal opportunity

Legal does not equal ethical.

Legal often translates into "what can we get away with?" while many ethics cannot be legislated due to the language of the law.

A rule of thumb suggested: "Would I feel comfortable explaining to a national TV audience why I took this action?"

### Supplemental Lecture Materials: Classic Philosophies of Ethics

A. Ethical relativism: What is wrong in one society/situation/person may be right for another.

This is really an empty ethical philosophy because it gives up on the core of ethics, universal standards for conduct.

- B. Consequentialism (a type of relativism, also called utilitarianism): The consequences of an action are the sole factors to be taken into account in determining whether that action is right or wrong, maximize the greatest good for the greatest number of people.
- Ends-justify-the-means argument.
  - Sum total of consequences of an action needs to be good for the group.

Ask students for example situations. Then ask them to think of situations where the group would benefit but individuals or smaller groups would suffer. (Bill of rights supplies many examples.)

- C. Deontology: A right action is right because it is one's duty to do the greater good. Basic philosophy of most major religions.
- D. Immanuel Kant's (1724-1804) philosophy: If the universal practice of the action would be harmful to society, it is unethical/immoral.
- E. Thomas Garrett (1966)
1. Is the intent/motivation for the action "good" or "evil" (i.e., to injure some party)?
  2. Are there negative side effects to the means and/or end?
  3. What are the alternative actions? If there is an alternative means to the end which provides more good consequences or fewer bad consequences, it is unethical not to select this alternative.
- F. John Rawls (1971) The Theory of Social Justice
1. We don't have control over who we will be when we are born, what our social status in life will be.
  2. We would want to minimize our risk of being in a harmful life situation.
  3. Therefore everyone should be treated with equal respect and justice so life is not simply a lottery where some win and some lose by nature of their birth.
    - a. liberty principle: Each person is to have an equal right to the most extensive basic liberty compatible with a similar liberty for others.
    - b. difference principle: Inequalities in the system should only be tolerated if they do not make the position of the most disadvantaged worse, e.g., no slavery, no sweatshops.

Liberty principle is the basis for consumer's right to safety, information, choice and redress.

Difference principle states we cannot exploit one group for the benefit of another. For example, it would be unethical for a grocery chain to send its best produce to its store in the wealthy section of town and its less fresh produce to the store in the low income section of town.

## Ethics

### Supplemental Lecture — Underpinnings of Business Ethics

Why does society and business **need** ethics? To develop trustful, mutually beneficial relationships.

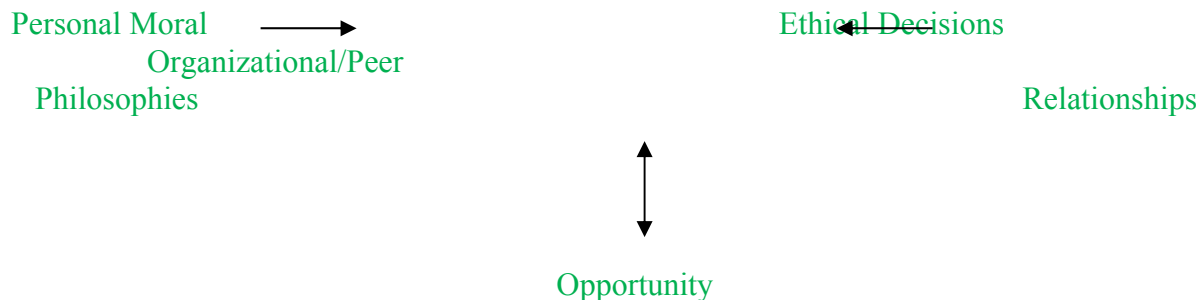
Without trust, relationships do not develop and exchange processes would cease.

Immanuel Kant's question is an easy way to decide what is ethical.

When faced with an ethical dilemma, we should ask ourselves whether we would be willing to have everyone take that action. If we would not be willing to permit the universal practice of the action, it is immoral.

Ironically, unethical behavior is only beneficial in an ethical society. If no one felt compelled to tell the truth, lying would not be advantageous. If most people wrote bad checks, businesses would not accept them. If most people refused to pay for goods they purchased on credit, credit cards, mortgages, car loans, etc., would not be available.

#### Model of Ethical Decision Determinants



Ask students where their personal moral philosophies come from.

- Family upbringing
- Religious teaching
- Formal schooling
- Peers
- Mass media
- Government: Founding principles, laws, court rulings, policies, debates

#### Ethics In-class Activity

Unethical behavior is a parasite on society, sapping its strength and weakening the social order. However, it is often difficult to know what is ethical. In business, we have many publics and

sometimes treating one group ethically may be to treat others unethically.

Have students think about some issues on which large groups in society disagree about what is ethical; e.g., affirmative action, state lotteries, product safety (air bags, seat belts, helmet use).

Have students suggest tourism-related ethical issues on which groups may disagree; e.g., access to wilderness areas, tipping for better restaurant tables, etc.