

| NAME OF THE COURSE | | Revenue Management in Tourism and Hospitality | | | | |
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| Code | EUT305 | Year of study | 1 st | | | |
| Course teacher | Ljudevit Pranić, Ph.D. Izv. prof. dr. sc. Smiljana Pivčević | Credits (ECTS) | 5 | | | |
| Associate teachers | | Type of instruction (number of hours) | L | S | E | F |
| | | | 26 | | 26 | |
| Status of the course | Required | Percentage of application of e-learning | 40 | | | |
| COURSE DESCRIPTION | | | | | | |
| Course objectives | To offer a theoretical framework supplemented with contemporary topics and cases, with an emphasis on connecting theory and practice of revenue management in tourism and hospitality; by involving students in real business projects, prepare them to be able to optimally allocate and use the extant limited resources for the purpose of increasing revenues. | | | | | |
| Course enrolment requirements and entry competences required for the course | Course prerequisites are prescribed in bylaws of the Faculty of Economics, Business and Tourism, and the rulebook on study programs and studying. | | | | | |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <ol style="list-style-type: none"> 1. Describe and distinguish the strategic levers of revenue management; 2. Ascertain the challenges of tactical pricing and strategies to increase revenues; 3. Critically assess the roles of segmentation, distribution, purchasing, and service value perception in boosting revenues; 4. Recognize the interdependency of managing various types of resources and increasing revenues; 5. Assess the roles and limitations of revenue management and pricing in a wider business context. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | Strategic approach to revenue management. | 2 | Discussion of course objectives and methods of delivery. Introduction to hotel simulation. 1 st group project. | 2 | | |
| | Introduction to pricing methods; the '4-C' strategy for yield management. | 2 | Student-led topical discussion. Monitoring student engagement (MSE). | 2 | | |
| | Restaurant revenue management; the effect of meal pace on customer satisfaction. | 2 | Student-led topical discussions. MSE. Bi-weekly written project progress report. | 2 | | |
| | Strategic pricing in hotels; a comparison of hotel room rates and availability across booking channels. | 2 | Student-led topical discussions. MSE. 2nd group project. | 2 | | |
| | Overbooking; customer perceptions and reactions to revenue management pricing. | 2 | Student-led topical discussions. MSE. Bi-weekly written project progress report. | 2 | | |
| | Customer loyalty and yield management; conference sector revenue management. | 2 | Student-led topical discussions. MSE. | 2 | | |
| | Capacity management in the football industry. | 2 | Student-led topical discussions. MSE. Bi-weekly written project progress report. | 2 | | |
| | Capacity management in the cruise industry. | 2 | Student-led topical discussions. MSE. 3 rd group project. Individual assignment. | 2 | | |

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| | Hotel revenue management in an economic downturn; discounting and travel packaging. | 2 | Student-led topical discussions. MSE. Bi-weekly written project progress report. | 2 | | |
| | Yield management in conventional and low-cost airlines. | 2 | Student-led topical discussions. MSE. | 2 | | |
| | Revenue management in visitor attractions. | 2 | Student-led topical discussions. MSE. Bi-weekly written project progress report. | 2 | | |
| | Determining competitive sets through product tiers and key performance indicators. | 2 | Presentations of student group projects. MSE. | 2 | | |
| | Segmenting hotel guests based on the technology readiness index. | 2 | Presentations of student group projects. MSE. | 2 | | |
| Format of instruction | <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work | | <input checked="" type="checkbox"/> individual assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> guest speakers | | | |
| Student responsibilities | In order to qualify for a passing grade, each student must attend at least 70% of classes, successfully complete a thematic / topical discussion, hotel simulation, all group projects, and one individual assignment. | | | | | |
| Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Class attendance | 1 | Research | | Practical training | 0,5 |
| | Experimental work | 0,5 | Report | | Practical assignments | |
| | Essay | | Seminar essay | 1 | | |
| | Tests | | Oral exam | | | |
| | Written exam | | Project | 2 | | |
| Grading and evaluating student work in class and at the final exam | The final course grade is comprised of group projects (40%), thematic discussion (10%), hotel simulation (20%), individual assignment (10%), and in-class or online engagement / participation / contribution (20%). Points scale for the final grade: <60% Fail (1), 60-69% Poor (2), 70-79% Fair (3), 80-89% Good (4), 90-100% Excellent (5). | | | | | |
| Required literature (available in the library and via other media) | Title | | | Number of copies in the library | Availability via other media | |
| | Szende, P. Hospitality Revenue Management: Concepts and Practices, SAD, 2020. | | | 0 | Moodle | |
| | Vouk. I. Revenue management made easy, for Midscale and Limited-Service Hotels: The 6 Strategic Steps for Becoming the Most Valuable Person at Your Property, SAD, 2018. | | | 0 | Moodle | |
| Optional literature (at the time of submission of study program proposal) | Scholarly, professional, and popular articles found by students and approved by course instructor. Reports and case studies from the Cornell University's School of Hotel Administration https://sha.cornell.edu/ . | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | <ul style="list-style-type: none"> - Monitoring attendance and performance of other obligations of students (teacher) - Supervision of teaching activities (Vice Dean) - Analysis of student achievements across all courses of study (Vice Dean) - Student teaching evaluation survey for each course of study (Center for Quality Improvement at University of Split) - Test and/or exams administered by course teachers assess the successful adoption of all teaching outcomes pertaining to a particular course. The contents of these tests/exams are | | | | | |

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| | periodically reviewed for their adequacy in relation to the stated learning outcomes (Vice Dean) |
| Other (optional) | The course instructor can host up to three guest speakers (industry practitioners), and students may take a course-related field trip or visit a company/organization. |