



# POLYTECHNIC OF MEĐIMURJE IN ČAKOVEC

## COURSE SYLLABUS

ACADEMIC YEAR: 2020/2021

### 1. GENERAL COURSE INFORMATION

|                                |  |  |   |    |
|--------------------------------|--|--|---|----|
| <b>1.1 Course name</b>         | <b>Congress Tourism Management</b>             |  |   |    |
| <b>1.2 Study program/s</b>     | Specialist study Tourism and Sports Management |  |   |    |
| <b>1.3 Course status (O,E)</b> | Elective (E)                                   | <b>1.6 Mode of instruction (number of hours)</b> | <b>Lectures</b>   | 15 |
| <b>1.4 Course code</b>         |  |  | <b>Exercises</b>  | 30 |
| <b>1.5 Course abbreviation</b> | MKT  |  | <b>Seminars</b>   |    |
| <b>1.6 Semester</b>            | III  |  | <b>E-learning</b>   |    |
| <b>1.7 ECTS</b>                | 4  | <b>1.7 Place and time of instruction</b>         | Premises of the Polytechnic of Međimurje in Čakovec, according to the schedule published on the website |    |

### 2. TEACHING STAFF

|                                       |  |                |                        |
|---------------------------------------|--|----------------|------------------------|
| <b>2.1 Course leader/s-title</b>      | Assistant Professor,<br>Marina Gregorić, PhD | <b>contact</b> | mgregoric5@gmail.com   |
|                                       |  | <b>contact</b> | marina.gregoric@mev.hr |
| <b>2.2 Assistant/s- title</b>         |  | <b>contact</b> |                        |
|                                       |  | <b>contact</b> |                        |
| <b>2.3 Instruction held by- title</b> |  | <b>contact</b> |                        |

### 3. COURSE DESCRIPTION

|                                |   |                        |   |                  |  |                    |   |                        |  |            |
|--------------------------------|---|------------------------|---|------------------|--|--------------------|---|------------------------|--|------------|
| <b>3.1 Course goals</b>        | The course enables students to understand the role and importance of congress tourism as an important motivating factor for the arrival of business tourists in the destination. Students will analyze the compatibility of congress tourism with holiday tourism. In addition, they will get acquainted with the business of a professional congress organizer and with the problems and good practices of congress activities in the country and abroad.  |                        |   |                  |  |                    |   |                        |  |            |
| <b>3.2 Prerequisites</b>       | None  |                        |   |                  |  |                    |   |                        |  |            |
| <b>3.3 Course outcomes</b>     | It is expected that the student after completing the course Congress Tourism Management will be able to:<br>O1 - Rethink the importance of congress tourism in business tourism LR<br>O2 - Assess the importance of congress tourism in the Republic of Croatia L6<br>O3 - Valorize the basic theoretical and applied problems in the organization of congresses within business tourism L6<br>O4 - Compare intermediaries and participants of congress tourism L6<br>O5 - Valorize the organizational framework of tourist destinations L6 |                        |   |                  |  |                    |   |                        |  |            |
| <b>3.4 Course content</b>      | The course presents contents related to the meaning of congress tourism, basic theoretical and applied problems in the organization of congresses and the compatibility of congress and leisure tourism as well as the business of congress organizers with examples of good practice of congress activities.   |                        |   |                  |  |                    |   |                        |  |            |
| <b>3.5 Types of coursework</b> | X   | Lectures               | X | Exercises        |  | Blended e-learning | X | Individual activities  |  | Laboratory |
|                                | X   | Seminars and workshops |   | Distant learning |  | Field classes      |   | Multimedia and network |  | Mentorship |

|  | Other  |                  |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
|--|--|------------------|-----------------|-------------------|----------------------------|------------------------|--------------------------------------|--------|-------------------------------|--|--|------------|----|---|----------------|----------|-----------------|-------------------------|----------------|-------|----------------|-----|----|----------------|-----|----|---|-----------|--|--------------|-----|----|---------------|-------------|------------|--|--|----|--|---|----|-----------|--|--|--|----|----|----|-----------|--|--|--|----|----|----|---------------------|---|---|--|--|--|----|--------------|----------|----------|-----------|-----------|-----------|--|
| <b>3.6 Language of instruction</b>   | Croatian   |                  |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| <b>3.7 Monitoring students' work (enter the number of ECTS credits for each activity so that the total number of ECTS credits is equal to the total ECTS value of the course, 1 ECTS = 30 hours)</b> | 1,5  | Class attendance |                 | Seminars          | Essay                      |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
|  |  | Class activity   | 0,5             | Project           | Report/paper               |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
|  | 2  | Midterm exams    |                 | Practical task    | Continuous knowledge check |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
|  | (2)  | Written exam     |                 | Experimental work |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
|  |  | Oral exam        |                 | Research          |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| <b>3.8 Assessment and evaluation of students' work during classes and at the final exam</b>  | <table border="1"> <thead> <tr> <th>Activity specification</th> <th>Percent %</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Assessment during instruction</td> </tr> <tr> <td>Attendance</td> <td>5%</td> <td>5</td> </tr> <tr> <td>Class activity</td> <td>5%</td> <td>5</td> </tr> <tr> <td>Seminar/ project/ essay</td> <td>30%</td> <td>30</td> </tr> <tr> <td>Midterm exam 1</td> <td>30%</td> <td>30</td> </tr> <tr> <td>Midterm exam 2</td> <td>30%</td> <td>30</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Exam assessment for the students who failed to fulfill all the obligatory requirements during the semester</i></td> </tr> <tr> <td>Written exam</td> <td>60%</td> <td>60</td> </tr> <tr> <td><b>Total:</b></td> <td><b>100%</b></td> <td><b>100</b></td> </tr> </tbody> </table>  |                  |                 |                   |                            | Activity specification | Percent %                            | Points | Assessment during instruction |  |  | Attendance | 5% | 5 | Class activity | 5%       | 5               | Seminar/ project/ essay | 30%            | 30    | Midterm exam 1 | 30% | 30 | Midterm exam 2 | 30% | 30 | <i>Exam assessment for the students who failed to fulfill all the obligatory requirements during the semester</i> |           |  | Written exam | 60% | 60 | <b>Total:</b> | <b>100%</b> | <b>100</b> |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Activity specification   | Percent %  | Points           |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Assessment during instruction  |  |                  |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Attendance   | 5%   | 5                |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Class activity   | 5%   | 5                |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Seminar/ project/ essay  | 30%  | 30               |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Midterm exam 1   | 30%  | 30               |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Midterm exam 2   | 30%  | 30               |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| <i>Exam assessment for the students who failed to fulfill all the obligatory requirements during the semester</i>  |  |                  |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Written exam   | 60%  | 60               |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| <b>Total:</b>  | <b>100%</b>  | <b>100</b>       |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| <b>3.9 Assessment criteria – analysis per learning outcomes</b>  | <table border="1"> <thead> <tr> <th colspan="7">Ways of evaluating learning outcomes</th> </tr> <tr> <th></th> <th>Attendance</th> <th>Activity</th> <th>Mid-term exam 1</th> <th>Mid-term exam 2</th> <th>Practical work</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Outcome 1</td> <td></td> <td></td> <td>10</td> <td></td> <td></td> <td>10</td> </tr> <tr> <td>Outcome 2</td> <td></td> <td></td> <td>10</td> <td></td> <td>5</td> <td>15</td> </tr> <tr> <td>Outcome 3</td> <td></td> <td></td> <td>10</td> <td></td> <td>5</td> <td>15</td> </tr> <tr> <td>Outcome 4</td> <td></td> <td></td> <td></td> <td>10</td> <td>10</td> <td>20</td> </tr> <tr> <td>Outcome 5</td> <td></td> <td></td> <td></td> <td>20</td> <td>10</td> <td>30</td> </tr> <tr> <td>Outcome not-related</td> <td>5</td> <td>5</td> <td></td> <td></td> <td></td> <td>10</td> </tr> <tr> <td><b>Total</b></td> <td><b>5</b></td> <td><b>5</b></td> <td><b>30</b></td> <td><b>30</b></td> <td><b>30</b></td> <td></td> </tr> </tbody> </table> <p>Grading of outcomes (in order to pass the mid-term exam/exam the student must achieve at least 50% points for each learning outcome)</p> <p>Points    Grade</p> <p>89 – 100    excellent (5)</p> <p>76 – 88    very good (4)</p> <p>63 – 75    good (3)</p> <p>50 – 62    pass (2)</p> <p>0 – 49    fail (1)</p> |                  |                 |                   |                            |                        | Ways of evaluating learning outcomes |        |                               |  |  |            |    |   | Attendance     | Activity | Mid-term exam 1 | Mid-term exam 2         | Practical work | Total | Outcome 1      |     |    | 10             |     |    | 10  | Outcome 2 |  |              | 10  |    | 5             | 15          | Outcome 3  |  |  | 10 |  | 5 | 15 | Outcome 4 |  |  |  | 10 | 10 | 20 | Outcome 5 |  |  |  | 20 | 10 | 30 | Outcome not-related | 5 | 5 |  |  |  | 10 | <b>Total</b> | <b>5</b> | <b>5</b> | <b>30</b> | <b>30</b> | <b>30</b> |  |
| Ways of evaluating learning outcomes   |  |                  |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
|  | Attendance   | Activity         | Mid-term exam 1 | Mid-term exam 2   | Practical work             | Total                  |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Outcome 1  |  |                  | 10              |                   |                            | 10                     |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Outcome 2  |  |                  | 10              |                   | 5                          | 15                     |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Outcome 3  |  |                  | 10              |                   | 5                          | 15                     |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Outcome 4  |  |                  |                 | 10                | 10                         | 20                     |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Outcome 5  |  |                  |                 | 20                | 10                         | 30                     |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| Outcome not-related  | 5  | 5                |                 |                   |                            | 10                     |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| <b>Total</b>   | <b>5</b>   | <b>5</b>         | <b>30</b>       | <b>30</b>         | <b>30</b>                  |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |
| <b>3.10 Specific features related with taking the course</b>   | <p>If a student collects 50% of the points of each outcome, he / she directly takes the exam, provided that he / she has submitted the project of creating a new congress. A student cannot access the exam period if he / she has not submitted the project / idea of organizing the congress. During the exam period, it is possible to orally check the knowledge when creating a congress. Once earned points for each learning outcome are no longer deleted unless the student decides to correct the result for each learning outcome, whereby the points won until then are deleted and newly earned points for that learning outcome are entered.</p>   |                  |                 |                   |                            |                        |                                      |        |                               |  |  |            |    |   |                |          |                 |                         |                |       |                |     |    |                |     |    |   |           |  |              |     |    |               |             |            |  |  |    |  |   |    |           |  |  |  |    |    |    |           |  |  |  |    |    |    |                     |   |   |  |  |  |    |              |          |          |           |           |           |  |

|                                  |   |  |
|----------------------------------|---|--|
|                                  | <p>The final grade is obtained on the exam period and is the sum of points earned during classes. Students who did not take the colloquium access the written part of the exam where all learning outcomes are checked, and are required to submit a seminar paper with a detailed description of the organization of the congress before taking the exam.</p>  |  |
| <b>3.11 Students obligations</b> | <p>Full-time students must attend at least 70% of the total number of lecture hours and at least 70% of the total number of practice hours in order to be eligible to sign.</p> <p>Part-time students must attend at least 30% of the total number of lecture hours and at least 30% of the total number of practice hours in order to be eligible to sign.</p> <p>The condition for taking the course is a seminar paper. If the student does not meet the prescribed conditions, he / she is not entitled to sign and take the course</p> <p>CONGRESS CONTENT:</p> <ol style="list-style-type: none"> <li>1. Description of the congress (topics, content, goals, date, etc.)</li> <li>2. Participants / target market of participants - visitors</li> <li>3. Participants / target group of participants - exhibitors, lecturers, speakers</li> <li>4. Marketing goals - description of goals (for whom the congress is intended and what goals should be achieved)</li> <li>5. Method of marketing approach (communication / attracting participants)</li> <li>6. Use of an intermediary by the bid (description of activities, role, prices)</li> <li>7. Choosing a destination with argumentation</li> <li>8. Selection of congress center, hotel, congress venue with argumentation</li> <li>8. Congress price individually / for groups, etc.</li> <li>9. Organization of excursions for participants (excursion proposal)</li> <li>10. Conclusion</li> <li>11. Literature</li> </ol> <p>The topic of the presentation is previously agreed with the course leader, and the work is presented during the teaching of exercises in the 14th and 15th week.</p> |  |
| <b>3.12 Written assignments</b>  | <p>Presentations, access and research papers must be computer written and must follow predefined content.</p>   |  |
| <b>3.13 Required reading</b>     | 1.  | Geić, S. (2011). <i>Menadžment selektivnih oblika turizma</i> . Split. Sveučilište u Splitu.   |
|                                  | 2.  | Lecture notes  |
|                                  | 3.  | Gregorić, M. (2014). PESTEL Analysis of Tourism Destinations in the Perspective of Business Tourism (MICE). U <i>Tourism &amp; hospitality industry 2014: new trends in tourism and hospitality management: congress proceedings: Vol. 21. 22nd International Congress Tourism &amp; Hospitality Industry 2014</i> (str. 551-565). Opatija: University of Rijeka, Faculty of Tourism and Hospitality Management. Dostupno na <a href="http://www.fthm.uniri.hr/files/Kongresi/THI/Papers/2014/THI_May2014_551to565.pdf">http://www.fthm.uniri.hr/files/Kongresi/THI/Papers/2014/THI_May2014_551to565.pdf</a> ; <a href="https://econpapers.repec.org/scripts/search.pf?ft=gregori%C4%87%2C+marina">https://econpapers.repec.org/scripts/search.pf?ft=gregori%C4%87%2C+marina</a> |
|                                  | 4.  | Čorak, S., Mikačić, V. (2006). <i>Hrvatski turizam: plavo, bijelo, zeleno</i> . Zagreb. Institut za turizam  |
|                                  | 5.  | Magaš, D. (2000). <i>Razvoj hrvatskog turizma – koncepcija dugoročnog razvoja</i> . Rijeka. Adamić   |
| <b>3.14 Additional reading</b>   | 1.  | <b>Davidson, R. (2000). <i>Business travel</i>. London: Addison Wesley Longman.</b>  |

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|--|----|---|
|  | 2. | Gregoric, M., Nađ, M. i Gregoric, M. (2017). Potential of Congress Tourism in the Republic of Croatia in Comparison to Neighbouring Destinations. <i>Acta Economica Et Turistica</i> , 2 (2), 195-209. DOI: <a href="https://doi.org/10.1515/aet-2016-0017">https://doi.org/10.1515/aet-2016-0017</a>   |
|  | 3. | Gregorić, M. (2011). Marketing poslovnoga turizma destinacije (Doktorska disertacija). Sveučilište u Rijeci. Fakultet za menadžment u turizmu i ugostiteljstvu Opatija  |
|  | 4. | Sušić, V. i Mojić, J. (2015). Congress tourism as a market niche of business tourism. <i>Economic themes</i> , vol. 52 (4); <a href="https://www.researchgate.net/publication/324915102_Congress_Tourism_As_A_Market_Niche_Of_Business_Tourism">https://www.researchgate.net/publication/324915102_Congress_Tourism_As_A_Market_Niche_Of_Business_Tourism</a> |
|  | 5. |   |

#### 4 ADDITIONAL COURSE INFORMATION

|   |   |
|---|---|
| <b>4.1 Quality control</b>                          | The quality of the program, teaching process, teaching skills and level of mastery of the material will be established by conducting a written evaluation based on questionnaires, and in other standardised ways and in accordance with the by-laws of the Polytechnic of Međimurje in Čakovec.  |
| <b>4.2 Contact the teacher</b>                      | Students can contact the teacher during the consultation period (two hours per week) and during classes. It is possible to ask questions by e-mail if they are not answered during the lecture, or they are not available in the instructions, syllabus and on the bulletin board (website) of the Polytechnic. Students will receive answers to such questions within 5 working days at the latest (except during weekends or holidays when they will not be answered). It is recommended that students attend classes regularly, follow the information on Loomen within the course and follow the information on the website of the Polytechnic in order to be informed in time about all the important details of the course. |
| <b>4.3 Information about the course</b>             | It is the obligation of each student to be regularly informed about the course. All notifications about the classes or possible postponement of classes will be posted on the bulletin board and on the website of the Polytechnic at least 24 hours in advance.  |
| <b>4.4 Course contribution to the study program</b> | Critically evaluate arguments, assumptions and data in order to form an opinion and contribute to the solution of the problem<br>Analyze the macroeconomic and microeconomic business environment<br>Assess the competitive position of companies in the market<br>Assess the company's demand function and apply an appropriate pricing policy<br>Manage the development of organizational systems<br>Plan and implement promotional activities in tourism   |

#### 5. ANALYSIS OF COURSE TOPICS (the number of hours is equal to the number of lectures and exercises of the course)

| LECTURES |  |  |  |                |
|----------|--|--|--|----------------|
| Hours    | Topic and description                              | Method   | Learning outcomes                          | Course outcome |
|          |  | <ul style="list-style-type: none"> <li>• Direct teaching (lecture, instruction, pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group learning</li> <li>• Case study</li> <li>• Field classes...</li> </ul> |  |                |
| 1.       | Introduction to the course and a detailed syllabus | Presentation, PP presentation  | Introductory information about the course, |                |

|     |  |                               |  |        |
|-----|--|-------------------------------|--|--------|
|     |  |                               | introducing students to the conditions and ways of taking the course             |        |
| 2.  | Business tourism as a selective form of tourism                        | Presentation, PP presentation | Determine the meaning of business tourism  | O1     |
| 3.  | Specifics of business tourism  | Presentation, PP presentation | Determine the specifics of business tourism                                      | O1     |
| 4.  | MICE and its constituent elements                                      | Presentation, PP presentation | Explain the meaning of the MICE industry   | O1     |
| 5.  | Congress tourism and its definition                                    | Presentation, PP presentation | State the essence of congress tourism and its definition                         | O2     |
| 6.  | Congress activity and tourist destination                              | Presentation, PP presentation | Identify elements of congress tourism destination                                | O2     |
| 7.  | Croatian congress tourism  | Presentation, PP presentation | Review the holding of the congress in Croatia                                    | O2     |
| 8.  | Infrastructure as a factor of a tourist destination                    | Presentation, PP presentation | Evaluate the infrastructure of a tourist destination in Croatia                  | O3     |
| 9.  | Assumptions for the development of infrastructure for congress tourism | Presentation, PP presentation | State the assumptions for the development of infrastructure for congress tourism | O3     |
| 10. | Developing congressional communication                                 | Presentation, PP presentation | Determine the importance of communication  | O3     |
| 11. | Types of congresses and their significance                             | Presentation, PP presentation | Distinguish between different types of congresses and their significance         | O3     |
| 12. | Organization of congress activities and destination selection          | Presentation, PP presentation | Evaluate the best destination for organizing congresses                          | O5     |
| 13. | Intermediaries in congress tourism                                     | Presentation, PP presentation | Identify intermediaries in congress tourism                                      | O4     |
| 14. | Buyers and suppliers of congress tourism                               | Presentation, PP presentation | Identify participants in congress tourism  | O4     |
| 15. | Congress tourism trends  | Presentation, PP presentation | Adduce new trends in the development of health tourism                           | O4, O5 |

| <b>EXERCISES</b>   |   |   |   |                       |
|--------------------|---|---|---|-----------------------|
| <b>Hours</b>       | <b>Topic and description</b>  | <b>Method</b><br><ul style="list-style-type: none"> <li>• Direct teaching (lecture, instruction, pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group learning</li> <li>• Case study</li> <li>• Field classes...</li> </ul> | <b>Learning outcomes</b>  | <b>Course outcome</b> |
| <b>1.&amp;2.</b>   | Introducing students to the course  | Direct teaching   | Introductory information about the course, introducing students to the conditions and ways of taking the course |                       |
| <b>3.&amp;4.</b>   | Business tourism as a selective form of tourism                               | Direct teaching, Discovery learning   | Compare types of business travel  | O1                    |
| <b>5.&amp;6.</b>   | Specifics of business tourism   | Direct teaching, Discovery learning   | Rethink the structure of business tourism and travel  | O1                    |
| <b>7.&amp;8.</b>   | MICE and its constituent elements   | Discovery learning, Group / Collaborative learning  | Analyze the MICE destination  | O1                    |
| <b>9.&amp;10.</b>  | Congress tourism and its definition   | Discovery learning, Case study  | Interpret the definition and essence of congress tourism  | O2                    |
| <b>11.&amp;12.</b> | Congress activity and tourist destination                                     | Direct teaching, Discovery learning   | Review the conditions of a tourist destination for the organization of a large international gathering          | O2                    |
| <b>13.&amp;14.</b> | Croatian congress tourism Infrastructure as a factor of a tourist destination | Discovery learning, Case study  | Evaluate congress tourism in Croatia Rethink the importance of infrastructure in a tourist destination          | O2, O3                |
| <b>15.&amp;16.</b> | 1st colloquium  | Individual  | Outcome check 1, 2, 3   |                       |
| <b>17.&amp;18.</b> | Assumptions for the development of infrastructure for congress tourism        | Discovery learning, Case study  | Evaluate the infrastructure used in the tourist destination   | O3                    |
| <b>19.&amp;20.</b> | Developing congress communication   | Discovery learning, Case study  | Recommend ways to improve communication   | O3                    |

|                    |   |                                     |   |        |
|--------------------|---|-------------------------------------|---|--------|
| <b>21.&amp;22.</b> | Types of congresses and their significance  | Discovery learning, Case study      | Analyze the organization of different types of congresses on the example from practice  | O3     |
| <b>23.&amp;24.</b> | Organization of congress activities and destination selection<br><br>Intermediaries in congress tourism | Direct teaching, Discovery learning | Suggest a way to organize the congress with a presentation<br><br>Assess the importance of intermediaries in congress tourism | O4, O5 |
| <b>25.&amp;26.</b> | Buyers and suppliers of congress tourism<br><br>Congress tourism trends                                 | Discovery learning, Case study      | Assess the importance of participants in congress tourism<br>Evaluate new trends in congress tourism                          | O4, O5 |
| <b>27.&amp;28.</b> | Presentation of papers  | Individual                          |   |        |
| <b>29.&amp;30.</b> | 2nd colloquium  | Individual                          | Outcome check 4, 5  |        |